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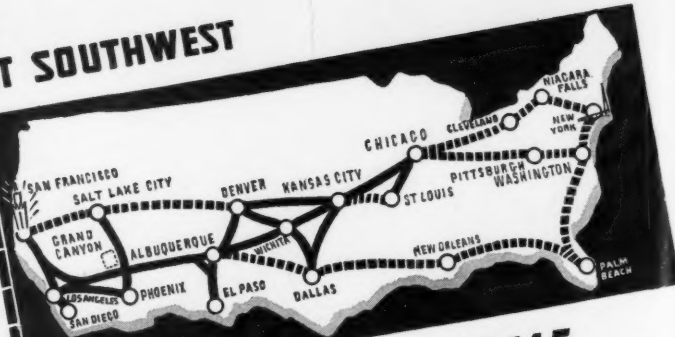
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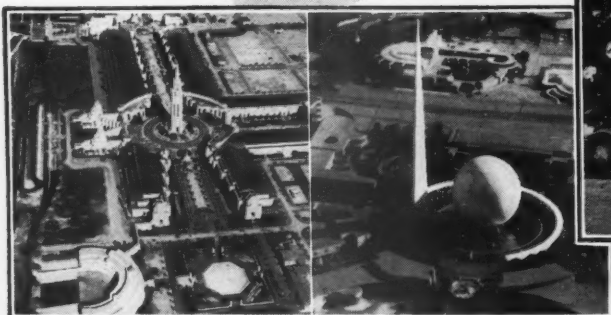
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TRAVEL SECTION



WHEN YOU COME TO THE N. E. A.

PACKING YOUR BAG FOR SAN FRANCISCO AND TREASURE ISLAND!

A TRIP to a teacher, if a woman, mean two things—first, grand adventure—second, new and good-looking clothes. One begets the other, whether the fair lady travel by motor, by plane, streamliner, ship or bus.

There is one group of smart women who are all set for the adventure of their lives, this summer. Thousands of teachers are planning a trip to attend the National Education Association Convention in San Francisco, July 2-6.

Smart teachers! When you pack your bags for San Francisco, lend your ears to these bits of sage advice on your travel clothes from the consensus of opinion of fashion advisors and women who live in the city by the Golden Gate.

Travel Light

It's smart when you're traveling to "dress down" rather than to "dress up." By that we mean, travel lightly. Strange as it seems we're beginning this fashion travelog with that all-important item of every Exposition wardrobe . . . shoes. We suggest:

1. Shoes . . . A pair of low-heeled walking shoes. (While you may take a rolling jaunt around Treasure Island in a ricksha or cozy along in a basket-chair, or sight-see in one of the unique elephant-trains, you'll want to do most of the Exposition on foot.)

2. Next . . . The backbone of your wardrobe will be—A three-piece suit in tweed, or a two-piece tailored suit with a contrasting topcoat.

3. A slipon sweater and felt hat.

4. Two blouses and one straw hat.

5. Shoes again . . . This time one pair of

dressy suit-shoes to wear with blouses and straw hat (also handy for sight-seeing).

6. One silk suit, gay print if you like, or its equivalent—a redingote, or a silk frock with a long or middlin' wool jacket or coat to wear as an ensemble with print frock and the same straw hat.

7. One lightweight woolen dress which can be worn either under the topcoat, without any coat, or with the suit jacket.

8. One dinner dress, semi-formal with sleeves or strictly formal with its own jacket for dinners and dancing. You'll need an evening wrap and accessories if this happens to be your schedule.

9. One street-length dressy dress with accessories, to wear to hotels, restaurants and clubs, when dinner dress is not worn.

10. A fur coat or jacket is always handy in San Francisco. Yet a warm dark untrimmed or fur-trimmed coat will do nicely.

Eternal Springtime

San Francisco's climate is an eternal Spring, the day's bright with happy sunshine, the air invigorating yet balmy, flawless azure skies overhead. The night temperatures vary but a few degrees from the usual prevailing daytime figures. Flowers bloom in the heart of the city all year long. Tropical plants, such as banana palms, grow out-of-doors in San Francisco. The weather has permitted golf every day in the year since 1898.

In summer, San Francisco is cool at a time when the rest of the nation is sweltering. The average temperature for the city is 67 degree in July.

To be or not to be Colorful

Though color is playing THE leading role this year of 1939, not one color but two and three, even four colors in one costume, it's the smart woman who chooses a dark color, navy or black with white colored accessories for her travel ensemble.

Brown and white or other color contrasts is smart as well. However, some of the tweeds for Fair wear are gay as gay can be.



San Francisco's Shops

The department stores and shops of San Francisco are known the world over for smart and distinctive apparel and accessories. Two of the stores boast of French ancestry and are still managed by a French staff, so there's a continental manner about anything you choose at either of these two stores!

The Men Folks

AND the men! They, too, have been noted as knowing their way around when it comes to looking spick and span and well-groomed AND well-dressed. San Francisco men, on the whole, dress well but conservatively. They do NOT go in for that informality of dress of other California cities.

Happy Landings

Treasure Island is meeting all expectations of what any imaginative fairy-land island would be,—beautiful, glamorous, exciting. Set like a sparkling jewel in San Francisco Bay, within sight of the lacy spans of both glorious bridges, the Golden Gate and the San Francisco-Oakland Bay, the longest bridges in the world, with violet hills of the surrounding country outlining the Bay, an undulating backdrop to the scene,—perhaps the loveliest setting ever a World's Fair has known.

Already millions of visitors from all over the wide world have landed in San Francisco by streamline trains, soaring in over



the city in plane or clipper, across country by fleet or motoring in along the King's Highway, El Camino Real, all set to see the most beautiful magic Island City ever built to order.

GOLDEN GATE PARK

ROUND THE WORLD IN SAN FRANCISCO'S GOLDEN GATE PARK

GOLDEN GATE PARK was created by a Scotch horticulturist, John McLaren, who 50 years ago saw more gold in San Francisco's strange climate of maximum sunshine without oppressive heat and total lack of frost for horticulture, than in the nearby mineral-laden hills.

The genial city gave the Scotchman this strip of park, which was a shifting sand dune. Yearning to transplant a bit of his native land in this barren waste under a mild sun, he first tied down the dunes with creeping plants that died and fertilized the soil. He literally started with climate and built his own soil.

Now one can "go 'round the world" in the flora of Golden Gate Park. The tropics, the deserts, the mountains, the Orient, the South Seas—all have living examples of their plant life in this garden of gardens.

In no other park in the world do

so many species of trees, shrubs, flowers and plants, gathered from every corner of the globe, flourish to healthy maturity together out-of-doors.

Rhododendrons

Brilliant in color, white, pearl pink, scarlet and deep purple, are over 1000 species of rhododendrons, amongst them some 400 types of wild plants.

The special attention given these radiant shrubs (whose name in Greek denotes "rose-fingers") during the past few years now finds nearly every drive, path, lake or dell throughout the park banked with some rare variety of rhododendrons.

Near the Lodge, home of John McLaren, are massed the white, fragrant, rare blooms from the Himalayas; on the right of De Laveaga Dell and under the shade trees are the red, purple, delicate pink and yellow clusters of blooms from the high mountains of Tibet, part of the National Geographic Society's collection.

Also to be found along this enchanting walk are feathering Hawaiian Tree Ferns growing among hardy California Live Oak.

Bordering many walks and drives are England's and Belgium's famed Rhododendron contributions.

World's Trees

In forests and in groves along the drives and walks, the visitor can wander under fir from Oregon, birch from New England, elm and maple from Vermont, eucalyptus from Australia, pepper-trees from Spain, cypress from Italy, Japan and Ceylon, palms from South America and the South Seas, bamboo thickets from the Philippines.

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In the Arizona Garden are cactus varieties from the desert arid plateaus.

Java or Japan

Many of the rare exotic plants are in the conservatories, where the air is heavy with tropical fragrance of Java jungle orchids, begonias, lianas, papyrus and water lilies.

In the Japanese Tea Garden, a bit of ancient Yeddo, originally sent by the Emperor of Japan during San Francisco's famed Mid-Winter Fair of the boisterous Nineties, Hana Matsuri, cherry-blossom time, has just passed. Standing on a high-arched bridge over a tiny lagoon spotted

with water lilies and alive with flaming flashes of goldfish, one is completely transported to the Island Empire.

Below are brilliant green shoots of Japanese maple, flowering quince, purple-centered magnolia, tall spears of iris, drooping clusters of wisteria, dwarfed pines and thick-trunked cypress.

Humming-birds (in winter or summer) dart from flower to flower, and the humming of bees sounds over the tinkle of tiny waterfalls.

Near the bridge is a shrine and the graceful lines of a pagoda, and, adjacent, the large stone figure of Buddha, modeled after the original in Japan for the 1915 San Francisco World's Fair.

Under a roof, supported by huge hand-hewn beams, it is possible for a few cents to sit and drink pale tea and eat little rice cakes, served by dainty Nippon maids kimonoed.

Stratford-On-Avon

A bit of Stratford-On-Avon, Shakespeare's Garden, is located near the Academy of Science, breathing the perfume of Anglo-Saxon flowers.

The garden has growing in it every flower mentioned in Shakespeare's plays. A bronze bust of the remarkable bard looks down upon this corner of English countryside.

A pathway dips past the Lily Pond sur-

rounded by tall rushes, fern, and flowering iris. Graceful swans move leisurely about between giant water-lilies. The lush growth here is reminiscent of hidden swamplands in our own southern states.

Wild Game in a Metropolis

Famed for the wizardry of its plant life and in no sense a zoo,* Golden Gate Park is nearly as noted for its wild animal and bird life. Migratory wild water-fowl constantly seek sanctuary and periods of rest on the many wooded lakes. Quail call from beneath blossom-burdened rhododendrons. Gray tree squirrels can be coaxed to perch on one's shoulder. Occasional peacocks strut beneath the shade trees of De LaVeaga Dell and over the green lawns.

In the Aviary, amidst natural surroundings, dazzling-plumaged birds from the tropics are at home with American bald eagles and giant condors from the South American Andes.

Deer and antelope browse in the deer park. A herd of elk-wapiti wander in a glen west of Stow Lake. In the buffalo enclosure the last of the lords of thundering herds move amongst pine and oaks. Buffalo Bill, watching them with glistening

*San Francisco has, separate from Golden Gate Park, one of the best-stocked zoos in the world, famous for its success in breeding and raising wild animals.

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reminiscent eye, praised their shaggy sleekness and gave thanks for everlasting protection.

Sundays and holidays always find throngs around the Steinhart Aquarium. At its entrance are three outdoor tanks. You hear the gleeful shouts of children at the antics of the California sea-lions. If in the mood, these docile-eyed mammals will stage an impromptu performance, for some of them are talented actors—veterans of many stage performances throughout Europe and the United States.

Passing through the Aquarium building proper, one encounters a tropical swamp, said to be the only one of its kind in the world. A shallow pool, fed by a rippling brook, is margined by ferns and mosses. As you accustom your senses to the heavy humidity of the air, you can pick out turtles, conger-eels, water snakes, salamanders, baby alligators and great bull-frogs at rest on cypress stumps and rocks.

Inside, from glass-fronted tanks (where five kinds of water must be kept in constant circulation), reflected from sunlight through the tinted skylight, are the brilliant under-water hues of 12,500 fish.

Steinhart Aquarium contains 4,000 more specimens than the famous New York Aquarium. Quietly feeding or darting amongst weaving ranks of sea grasses, are everything from tiger sharks to Hawaiian parrot-fish, Lake Tahoe rainbow trout, transparently-finned specimens from Samoa, colored fish from Pago Pago, the curious mouth-breeder which incubates its eggs in her mouth, the periscope flounder, able to look in two directions at once, South American butterfly fish, and the common eastern perch or native striped bass.

Simson African Hall, to the right of the Aquarium as you leave it, once more transports your fancy, this time to the heart of the Dark Continent. African Hall holds you spellbound . . . gripped by true reproduction of that vast immensity that is Africa. You will tell yourself that you can smell the heat of the veldt, and the lifelike appearance of Nubian giraffes, the dainty dik-dik, antelope, gazelles, crouching leopards, tawny lions and great, hovering buzzards halts you in breathless silence.

Powerful hidden lights bring about the purple twilight of a waterhole scene, the blazing heat of midday on the veldt or the dank ruthlessness of tangled jungle.

Across from African Hall, the west wing

houses the vast North American collection, where typical wilderness settings portray the true-to-life groups of our own continent.

No other part in the world offers a greater variety of recreational advantages, for there are always a thousand things to do or see.

At the Stanyan Street entrance is a nook where, month in and month out, one will find out-of-door chess players—surely a toast to San Francisco's gentle Mediterranean climate.

Further on are the horseshoe courts; at the east end the tennis courts, alma mater of America's number one tennis stars, Alice

Marble and Donald Budge; close by the bowling greens for men and women; and, in a glen east of the stadium, the archery range, where anyone with a bow and arrows is welcome to try his or her skill.

Back west of the Aquarium is Concert Valley—an open-air temple of music—famed for its out-of-door band concerts, broadcast each Sunday by nationwide network, under level-topped plane trees; adjacent to it, the notable M. H. deYoung Museum, containing treasures of every time and clime.

Back of this is Hero's Grove, annual ceremonious meeting place of California's Native Sons. Surrounding 400-foot-high

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Strawberry Hill, picnic place of thousands of San Franciscans, is Stow Lake, where one can rent a boat and row leisurely amongst snow-white of jet-black swans, Mallard wild ducks, canvas-back and other wild fowl. Beyond this is California's pioneer log cabin.

If miniature sailing should be your hobby, there is Spreckel's Lake, always a center of interest. San Francisco's 36-year-old Model Yacht Club holds forth here, in frequent competition with the skillful products of other model yacht clubs from many cities.

Then, as you approach the sea and the booming of the surf, you come upon that stout Norwegian sloop, the Gjoa, in which Captain Roald Amundsen, with a crew of six, discovered the Northwest Passage. Presented to the city by the explorer in 1905, it was hauled from the sea and forever beached, facing the broad Pacific.

Directly across from the Gjoa (pronounced "Yoah") is an enormous Dutch windmill, one of two located in the park and used for supplying the lakes and irrigation system of the park with fresh water. They can handle 40,000 gallons of water an hour. So our brief tour of Golden Gate Park is complete. Seated in his rhododendron-fringed lodge is the genius who has

given this paradise to San Francisco, John L. McLaren. "Uncle John" celebrated his 90th birthday last year and, asked what he most wanted, he told Mayor Angelo Rossi, "You know, Angelo, you should give me more money; there is still so much to do."

* * *

FLIGHT

Roslyn Weed, Berkeley

AN extraordinary day of my life began at seven p. m. in September. That day I started on an unusual journey.

Foggy weather did not prevent me from leaving San Francisco on time. I journeyed fast, running into a storm near Salt Lake City. The thunder and lightning did not prevent me from resting. The lightning, as I circled to land, gave me a view of the beautiful Great Salt Lake.

Most of the time I flew very high,

8000 feet, although over the Rockies I soared to 12,000 feet.

I flew ever faster, pausing a moment in the early morning to rest at Cheyenne. Dawn came soon after I left Wyoming.

Soon I could see the Mississippi River beneath me. Motionless and broadlaned like a modern highway it appeared. Only its wide and frequent curves told me it was the Father of Waters.

I noticed the green and brown patchwork quilt beneath me. It called me to rest, yet I sped onward. The patches became greener. Far below was the Beautiful River, the Ohio. I made brief stops at Cleveland and Akron.

I crossed the Appalachians. Their low, green-wooded slopes called but I did not heed them. The land flattened below me. I flew lower as I approached Pittsburgh.

I flew through clouds and above them. They looked like billows of white. I flew beneath them, banking in beautiful turns.

I saw the dome of the nation's capitol, and at 2:30 p. m., at Washington, I alighted. In 17 hours in a transcontinental plane, I had crossed North America.

"We're going to CANADA again this year"



fishing, swimming, golf, tennis and hiking. Yes, it's Canada again for us!"

And when you go to Canada choose a Canadian Pacific Hotel or Lodge. *Chateau Lake Louise* (\$6.50 up, European plan) overlooks lovely Lake Louise; and baronial *Banff Springs Hotel* (\$6.50 up, European plan) rests high up in the clouds in a world of its own. *Canadian*

"Again this year we are going to spend our vacation in Canada. For Canada has everything: ocean beaches, mountain lakes, riding,

Rockies Lodges (rates from \$5.00 a day, \$31.50 a week with meals) at scenic points in the Canadian Rockies. On Harrison Lake, near Vancouver, *Harrison Hot Springs Hotel* (owned and operated by the Harrison Hot Springs Company, Ltd.). And in quaint old Victoria in Canada's Evergreen Playground, the charming *Empress Hotel*.

Special family and long stay rates can be arranged. For further information see your travel agent or Canadian Pacific: Los Angeles, San Francisco, Portland, Tacoma, Seattle, Spokane.

★ \$1000 color photo contest... 47 cash prizes for Canadian Rockies color photographs... in a world of thrilling Alpine color. Ask for details.

Canadian Pacific HOTELS

WORLD'S GREATEST TRAVEL SYSTEM

Empress Hotel
Victoria



*"I always stay
at the Biltmore"*

... say discriminating educators who appreciate luxurious comfort, streamline service, and the social prestige this hotel always shares with its guests.

Singles . . . \$4 up
Doubles . . . \$6 up

THE Biltmore HOTEL
LOS ANGELES



Tower of the East at Treasure Island, Golden Gate International Exposition

Feather River Inn

Vacation season in the upper Feather River country will begin with the opening of Feather River Inn, at Blairsden, on June 24. The Inn and chalets, golf course, tennis courts, and outdoor swimming pool are all in readiness. Gus Mann, manager of the Inn, announces that the opening will be a

gala occasion, with Feather River Inn orchestra furnishing music for dancing and special entertainment.

Jerry the Guide, famous mountain man of the Feather River country, declares that the fishing in the well-stocked lakes above the Inn is likely to be exceptionally good this year. More than 50 alpine lakes lie within a radius of 12 miles of Feather River Inn.

* * *

Historic Humboldt County

THE Humboldt County Board of Trade, Eureka, has prepared for free distribution an authoritative list of historical places in Humboldt County, of interest to travelers. The various sites which have associations with the pioneers of the Redwood Empire are described in detail.

Among the places included in the compilation are Trinidad Head, discovered by Spanish navigators on June 9, 1775; Fort Humboldt, near Eureka, where U. S. Grant

was stationed in 1853; scenes of fighting with the Indians, and many other historic sites.

This report on historic places may be secured from the Humboldt County Board of Trade, Eureka, of which Lantz D. Smith is Secretary.



CALIFORNIA'S Outstanding Mountain Resort—at Blairsden, Plumas County—Open June 24. Fishing, Swimming, Golf, Tennis, Horseback-Riding—at their best. Dancing to the Inn's famous orchestra. Rates from \$5 per day, including meals of highest standard. Gus Mann, Manager. Make reservations now: South end of Ferry Bldg., San Francisco. Telephone GARfield 1650.

FEATHER RIVER INN

GIANT REDWOODS

Have you seen Humboldt State Redwood Park, and other groves of giant *Sequoia sempervirens* on the Redwood Highway north and south of Eureka? They are world-wonders. Don't put off your visit... Come now!

Send for illustrated booklets
Humboldt County Board of
Trade... Eureka, California

Agricultural fact about Humboldt:
Land suitable for Fruit-growing is available at
reasonable prices. Write for details.

TEACHERS—COME TO N.E.A.

*Joseph P. Nourse, Superintendent of Schools, San Francisco; Chairman,
Superintendents Cooperating Committee*

WHEN thousands of teachers and other leaders in education converge on San Francisco for the 1939 Summer meeting of the National Education Association next July, they will not only find a city of sunshine tempered by cooling breezes which sweep in from the broad Pacific, but a community in which, from the days of the Gold Rush, the teacher has consistently ranked high in public esteem.

San Francisco's encouragement of education began with the early Missions, where the Indians sat at the feet of the Padres to learn more of the abundant life to be had from California soil and sunshine. Today, by Constitutional provisions, California makes education a first charge upon the revenues of the State. During the depression period, when educational revenues were threatened, its citizens changed the basic laws of the State to provide greater revenues for the public schools.

The American pioneers who came in quest of gold in the days of '49, included a large percentage of college-trained men who were not content to await the enactment of State laws before they set about providing educational facilities for their children.

Told and retold will be the story of Rev. Thomas Douglass, a young man just out of Yale, who closed the door of San Francisco's first school when the magic cry "Gold! Gold!" reached the town in 1849, grabbed a miner's pick and was off for the Mother Lode country. It's a tale that never grows old. Then San Francisco had one school and one teacher. Today there are 100 schools and 3,000 teachers.

In entertaining visitors from every State, San Francisco will help fulfill an obligation of its youth for the great educational leaders furnished by other States when the city was young. These leaders gave San Francisco and California the legal foundation upon

which rests the State school system of today.

Out of New England came John Swett, pioneer California superintendent of schools, who made State support of the schools the keystone of public education; Kate Kennedy, who won a fight against the spoils system in the hiring and firing of teachers, thereby making San Francisco the first city in the United States to write the principle of tenure into law; Jean Parker, who inaugurated a "learning by doing program" in the early eighties; Kate Douglas Wiggin, a pioneer in the kindergarten movement in America.

San Francisco teachers were protected by a city charter provision on tenure long before that provision was

written into California State law. They enjoy the double benefits of both a city and a State pension system. They are all members of a health service system, recently inaugurated. Salary schedules are among the best in the United States for cities of comparable size.

San Francisco teachers will have a ten-week vacation during the summer of 1939. Most of them plan to remain at home to welcome their professional brethren from other cities.

The largest university in the world, University of California, with seven campuses throughout the State, has as its president Robert Gordon Sproul, a San Franciscan. Famed Stanford University, gift of the Leland Stanfords, is 35 miles south of San Francisco.

Yosemite Valley, Lake Tahoe, and California's many other scenic attractions, have their educational values, and will draw thousands of teachers before and after the convention.

N.E.A. IN CALIFORNIA

Belmont Farley, Director of Publicity, National Education Association

RELATION of the United States to South American countries is a timely topic of the 77th annual convention, National Education Association, San Francisco, July 2-6. Speakers who will outline these relationships include Herbert Bolton, professor of history, University of California; Ben S. Cherrington, State Department of the United States; and Eliot Grinnell Mears, Stanford University.

The Pan American aspect of the convention is particularly appropriate, since immediately following the San Francisco convention the 8th biennial conference of World Federation of Education Associations will be held at Rio de Janeiro.

Special emphasis will be given to the results of recent research in the nature and measurement of human intelligence. George D. Stoddard of the Child Welfare Research Station, University of Iowa, will be assisted in this program by Frank Freeman, University of Chicago; Louis Terman, Stanford University; and Harold Jones, University of California.

Science demonstrations at the convention

include modern inventions of importance and place the greatest emphasis upon this field of education which a N.E.A. convention has devoted to that subject in many years. Principal speaker on that program is Edwin G. Conklin of the American Philosophical Society of Philadelphia.

Visual education will be highspotted. Speakers include Will Hays, president, Motion Picture Producers and Distributors of America, and Mark A. May, director, Institute of Human Relations, Yale University.

Radio in education will be the topic of one general session at which demonstrations will be made of the use of radio for classroom purposes.

REPRESENTATIVE Assembly will hold its sessions in the beautiful Memorial Opera House, devoting its attention to the routine business of the organization as well as consideration of proposed amendments to the bylaws.

Many departments and allied organizations will meet in connection with the general sessions of the national body.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 35



JUNE 1939

NUMBER 6

POLICIES AND PLANS

THE EDUCATIONAL PLANS AND POLICIES COMMITTEE OF CALIFORNIA TEACHERS ASSOCIATION

*Dr. John A. Sexson, Superintendent of Schools, Pasadena; Past-President,
California Teachers Association; Chairman of the Committee*

THE decision of California Teachers Association to set in motion an educational planning and policy-forming agency was reached after mature deliberation and after a thorough-going consideration of the problems confronting public education in California.

The proposal made may be succinctly stated as follows:

1. That California Teachers Association ask interested groups to appoint persons competent to study problems pertaining to public education to membership on an Educational Plans and Policies Committee.

2. That California Teachers Association implement this committee by furnishing it with the funds and the personnel necessary for the effective functioning of such an agency for such a period of time as may be necessary to perfect a going organization.

3. That California Teachers Association request that this Educational Plans and Policies Committee study and advise action with respect to such problems of public education as:

a. Problems of function, structure, finance, program, and control of public education in California

b. Relations, responsibilities, functions, and allocations of funds between such agencies of social service as public education,

public libraries, public health, public recreation, and public welfare

c. To act as a clearing house for the various agencies and institutions of public education and social action now operating in California at the different levels and in the different areas in order to promote coordination and efficiency, to prevent waste, and to insure, so far as possible, adequate governmental service in all these areas.

The above proposal is made with no disposition to set up any legal agency, or to supplant any existing agency, or to deprive any of the agencies or institutions now operating of any of their responsibilities or prerogatives.

It is contemplated that the Educational Plans and Policies Committee will exert only that influence which is resident in intelligent guidance derived through the pro-

cesses of research, counsel, and the application of our best intelligence to our common problems.

INITIALY, the proposed committee will devote its attention to collecting data pertaining to the conditions as they exist in the State and in receiving from the different agencies now operating statements describing their programs and purposes.

From time to time and as the necessary data are collected and compiled, the committee will hope to draw up a comprehensive picture of the educational structure which California has thus far perfected for the purpose of carrying out its program of public education.

Using the structure as it now exists as a basis, the committee will attempt through the medium of conference, study, planning and policy-making to influence those responsible for the control and management of existing agencies toward those policies likely to improve the services rendered.

To these ends, the committee solicits the sympathetic cooperation and encouragement of all those individuals and forces within the State interested in the improvement of the institutions designed to serve our people.

National League College: July 10-21

NATIONAL League of Teachers Associations will conduct its 14th Annual League College at Stanford University, July 10-21. This two-week period is a training-school for leaders and potential leaders in classroom teacher organizations. It is open to any individual who wishes to attend. Organizations are urged to send their presidents.

This year the theme of the session is Democracy and Educational Progress,

with stress on forum discussions of public relations problems for use in local communities.

Tuition, \$15; two credits of graduate or undergraduate credit will be awarded to those attending the course and completing a term paper by September 1.

For further details address Ida May Lovejoy, western vice-president, 2954 Laurel Street, San Diego.

WILL C. WOOD

TRIBUTE TO A GREAT CALIFORNIA EDUCATIONAL LEADER

Roy W. Cloud

AFTER an illness of four years, Will C. Wood died at his home in Piedmont, May 15, 1939. During a lifetime filled with service, Will Wood occupied a position in California educational circles which placed him in the forefront of the great leaders who gave the schools of this state many of their most progressive features.

Just out of high school, this lad, who was later to head all of California's schools, took the teachers examination in Solano County and became a country school-teacher. Two years later, in 1901, he enrolled in the education department of Stanford University. His major professor was Ellwood P. Cubberley.

After a year at Stanford, Mr. Wood returned to Solano County where his friend and former teacher, Dan H. White, was county superintendent of schools. Will became the principal of Fairfield Elementary School and president of the County Board of Education. Four years later he became principal of Wilson School, Alameda.

In 1909 Will Wood was elected city school superintendent of Alameda. In that position he demonstrated a leadership and understanding of school affairs which resulted in his selection as California Commissioner of Secondary Schools when the position was created in 1914. Five years later he succeeded Edward Hyatt as State Superintendent of Public Instruction.

State Superintendent Wood served his state with distinction until 1927.

During that time he was a Regent of the University of California and held many national educational offices. He took courses in several universities during his state service and was awarded a Master of Arts degree by University of Southern California. He also conducted courses at Teachers College, Columbia Uni-

versity. In 1927 Mr. Wood resigned to become Superintendent of Banks of California. Later he accepted the vice-presidency of one of California's largest banking institutions. While serving in this position, Mr. Wood was stricken and never regained his health.

The life of Will C. Wood was an exemplification of the fact that an American youth can attain real heights if he so desires. Beginning his career as a rural teacher he rose to become the leader of his profession.

With Ellwood P. Cubberley, Alexis F. Lange, E. Morris Cox and Mark Keppel, he outlined and carried through a program which has placed education in California in a position of national and world leadership.

Students of school problems in days to come will list Will Wood with John Swett, Horace Mann, Henry Barnard and other notable leaders who planned and worked for the educational welfare of the youth of their times.

Will C. Wood



Good Bye, Dear Friend

Sam H. Cohn, Deputy Superintendent of Public Instruction, Sacramento

IN Will C. Wood's study hangs a print in colors of William Morris. Beneath the picture is this quotation: "forsooth, brothers, fellowship is heaven, and lack of fellowship is hell; fellowship is life, and lack of fellowship is death; and the deeds that ye do upon the earth, it is for fellowship's sake that ye do them, and the life that is in it, that shall live on and on forever, and each one of you a part of it, while many a man's life upon the earth from the earth shall wane."

In his study the student shows his character. If he be narrow-minded, his books reveal it. If he have a catholicity of interest, these silent friends tell the initiated how ran his taste.

On a single shelf I noted a volume on banking, a novel, a book of verse, a treatise on education, a well-thumbed text on Latin. Each was a friend who had contributed to the making of a well-rounded education. To the use of his fellows he put these gems of man's thinking.

Throughout his life, Will C. Wood loved and trusted his fellow-men. A betrayal of this trust seemed to strengthen his faith in the remainder. Perhaps it can be best expressed in Tennyson's words:

"To do him any wrong was to beget
A kindness from him, for his heart was
rich —
Of such fine mould that if you sowed
therein
The seed of Hate, it blossomed Charity."

Others are better fitted to write of Will C. Wood's influence on education in California than am I. No one, outside of his immediate family, owes more to him than I do. From that September afternoon in 1907 when he invited me to stay with him while I sought a boarding-place, until he left Alameda to become the first Commissioner of Secondary Education, I was a member of his household. Whatever success I have had in the field of education I owe to him. His clear vision, his sound counsel, his

cheery disposition, his boundless energy, his unfailing courtesy, his unimpeachable integrity, taught me more than I could glean from books.

As I write these lines there comes to me that tribute of Arthur Guiterman to Mark Hopkins. How many young men there are in California who could truthfully substitute in the closing lines Will Wood for Mark Hopkins and their own names for James Garfield!

"No printed word nor spoken plea
Can teach young hearts what men should
be,

Not all the books on all the shelves,
But what the teachers are, themselves.
For Education is, Making Men;
So is it now, so was it when
Mark Hopkins sat on one end of a log
And James Garfield sat on the other."

Good bye is a contraction of the
Anglo-Saxon "God be with you."
And so for the last time, I say, as I
have so often said in times past,
"Good Bye, Dear Friend."

FAREWELL TO SPRING

Roy W. Cloud

IT seems as though it was only day before yesterday that we wrote our welcome to the new school year. But today I am reminded that the June issue is ready for the printer and that the secretary's message has not been prepared! So here's hoping that every member of the California Teachers Association has enjoyed the school year of 1938-39.

I think this has been one of the best years our Association has ever had. Membership is above last year's record. We have been able to assist our members in many ways. The Legislature has been in session for four months. While many other sections of our country have seen curtailments in their school programs, California has been able to carry on with no attempts made to reduce State appropriations for the elementary and secondary schools. Advances have been made through legislative action. With the united efforts of those engaged in school work, supported loyally by the school trustees and parents, Education occupies a preferred position in California.

California Teachers Association, which continues its officers from year to year, rejoices that it had the leadership of John A. Sexson of Pasadena. His vision and help were an inspiration during the four years he served as president. Mr. Sexson has relinquished his place to John F. Brady, Chief Deputy Superintendent of San

Francisco Schools, who was vice-president during the past three years.

California Teachers Association is indeed fortunate in having Mr. Brady as its president. His experiences as a teacher, principal and administrator have given him an understanding of educational needs which is of great value. His keen sense of humor, his knowledge of human nature, and his readiness to study every educational implication that presents itself, are the factors which have brought about his steady advancement in school work.

DURING the summer the teachers of California will be hosts of the teachers of the United States. The National Education Association will convene July 2 to 6 in San Francisco. It is hoped that the visiting educators on leaving our state will carry home with them a memory of pleasant days in which they were hospitably treated and given every opportunity to enjoy a worthwhile convention in a good convention city.

We wish every member a pleasant and restful vacation. May you travel, study, play, and thoroughly enjoy yourselves.

On the first of July I shall enter upon a new term as secretary of your Association. I ask a continuance of the friendly cooperation which has made my work so pleasant during the years which I have been privileged to serve as secretary of our Association.

N. E. A. Treasurer

R. E. OFFENHAUER, president, Bowling Green State University, Ohio, and treasurer of N.E.A., was killed in an automobile accident recently. Dr. Offenbauer was known to many of the members of California Teachers Association who have attended N.E.A. meetings within the past few years. He was a friendly, affable gentleman and will be missed from the ranks of the national Association.

His place as Treasurer has been filled by the Executive Committee of N.E.A. by appointment of B. F. Stanton, superintendent of schools, Alliance, Ohio. Mr. Stanton has served as president of Ohio Education Association and for a long period of years as executive secretary of Northeastern Ohio Teachers Association, the largest of the section groups of his home state.

Mr. Stanton will be a candidate for election to the treasurership at the Delegate Assembly which meets July 2-6 in San Francisco.

* * *

Tests and Measurements

TESTS and Measurements in the Improvement of Learning, by Dr. Ernest W. Tiegs, dean of University College and professor of education, University of Southern California, a scholarly volume of 500 pages (with many illustrations, tables and graphs) is published by Houghton Mifflin Company and is one of the illustrious series, *Riverside Textbooks in Education*, edited by Ellwood P. Cubberley, dean emeritus, School of Education, Stanford University.

Eight years ago Dr. Tiegs book, *Tests and Measurements for Teachers*, was issued in this series and quickly won national recognition and wide popularity.

"The ensuing period," states Dr. Tiegs, "has been characterized by a gradual shift from the statistical and test-description methods of presenting courses in measurements to approaches based more closely on the activities and problems of the educational program. The present volume is an attempt to meet the measurement problems and needs of teachers on different levels, as well as to provide data for the solution of supervisory and administrative problems.

"Research in the field of intelligence-testing has clarified some of the past difficulties in utilizing the I. Q., and has pointed the way for improvement in obtaining and utilizing mental-maturity data. The necessity for analyzing I. Q.'s through more individual testing and new-type intelligence tests has been demonstrated. The emphasis in appraisal-testing has passed from the mere making of comparisons with norms, or other group averages, to use as a point of departure in investigating the adequacy of objectives, materials, and learning activities."

SOCIAL SERVICES AND SCHOOLS

NATIONAL EDUCATION ASSOCIATION, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION

SCHOOL - COMMUNITY relationships is a subject of much comment these days. The newer philosophies of education, as well as the multiplicity of agencies with which the school must deal, make them a matter of perennial importance.

Latest contribution in this field is the Educational Policies Commission's publication *Social Services and the Schools*, dealing with the schools relationships with public health, welfare and recreation agencies and public libraries.

Most interesting proposal of the Commission is that a single board, a *public education authority*, would manage and coordinate all public educational activities in the community, including school, library and recreation services.

To pave the way for unification of these services, the report proposes that communities supporting several unrelated recreation agencies establish a recreation commission in order to promote coordination of programs and use of facilities. Contracts between school and library authorities for joint use of resources are also recommended.

In line with the proposal for a new educational authority is the recommendation that those authorities be charged with "full powers and full responsibility for the conduct of all public educational activities within the community."

School Health Program

While asserting that schools must provide health instruction, health examinations and a healthful school environment, the report denies school responsibility for medical care of its pupils. Both preventive and remedial health services are held to be a responsibility of the home and of appropriate welfare authorities in cases where the

family cannot afford adequate treatment.

The same policy is applied with respect to the provision of food, clothing, shoes and glasses for indigent children. Furnishing relief is not an educational service and does not,

therefore, belong within the school budget.

OTHER matters dealt with in greater or lesser detail include child-labor control, child guidance, junior placement and community councils. The report is concluded with a plea for centering social service policies in the Home:

"By encouraging the development of family responsibility, the forces of social betterment at one stroke lighten their own task and strengthen their own efforts."

FOUND...A BOY!

THE STORY OF HOW WE MADE A MOVIE

Pauline Merchant, Teacher, Washington School, Garden Grove, Orange County

AN eighth grade English class, — a tall adolescent youth sitting on the middle of his spine interested in nothing — just 'attending school!'

An assignment for oral English: "Tomorrow each one of you please be prepared to tell us about your hobby, if you are fortunate enough to have one; if not, tell of an interesting experience you have had."

On the appointed day Tom, the lad mentioned above, appeared about as interested as usual. Finally he was asked to recite. He shambled to the front of the room. He had in his hand a scrap of paper on which appeared to be scrawled a few meaningless words and numbers. Rather falteringly he began.

Gradually he got into his subject "Moving Pictures." Finally he seemed to forget he was before a class and talking. He traced in an eager interested fashion the evolution of motion-pictures.

The class sat in rapt attention, engrossed in the subject, and surprised and delighted that Tom could make such a speech.

The result — success! The teacher praised him, as did some of his classmates. The following day he asked if he might change his seat to one near the front of the room. He sat up in his seat. He assumed an interest in

the affairs of the class. All of his work showed definite improvement.

Finally one day, he mustered sufficient courage to ask the teacher if the class could *make* a movie. The teacher, none too anxious to launch out on such a program, quite reluctantly said, "We'll see about it."

Tom kept at her until she asked him to discuss the matter with the class. Much enthusiasm was manifested, and the class voted to do it — *extra*, outside the regular class periods.

First, election of the various officials was held, then the committees were appointed.

Each member of the class submitted an idea for a picture. These were discussed by the class and the best ones written up. The scripts were in turn presented and the best one of those chosen to film. It was one in which every member of the class appeared.

Finally, rehearsals started. When a scene was perfected it was "shot" and the next one taken up. When the picture was completed it was reviewed by the Censor Board and some changes made.

It was presented as part of the Eighth Grade Day Assembly and, judging by the applause, was most successful.

TOM owns his own movie camera. As part of the lesson in parliamentary procedure, a treasurer was elected to whom each paid ten cents to buy film.

The members of the class are now waiting for tickets that will entitle them to see how Warner Brothers make a picture.

The Great Seal

Portrayed on Front Cover of this issue

THE Great Seal of the State of California was introduced into the convention which, in 1849, framed the Constitution of the State. The original cost was \$1000.

It was designed by Major R. S. Garnett, U. S. Army, who declined to present it to the convention for its adoption, but gave Caleb Lyon, of Lyonsdale, N. Y., who was then assistant secretary of the Convention, authority to present the same, and expressed a desire that he alone should be known as its author. The explanation accompanying the Seal was read to the Convention as follows:

"Around the bend of the ring are represented thirty-one stars, being the number of States of which the Union will consist upon the admission of California. The foreground represents the goddess Minerva having sprung full grown from the brain of Jupiter. She is introduced as a type of the political birth of the State of California, without having gone through the probation of a territory. At her feet crouches a grisly bear feeding upon the clusters from a grape vine, emblematic of the peculiar characteristics of the country.

"A miner is engaged with his rocker and bowl at his side, illustrating the golden wealth of the Sacramento, upon whose waters are seen shipping, typical of commercial greatness; and the snow-clad peaks of the Sierra Nevada make up the background, while above is the Greek motto "Eureka" (I have found,) applying either to the principle involved in the admission of the State, or the success of the miner at work."

Upon resolution offered by Honorable Myron Norton, the words "The Great Seal of the State of California" were added to the design.

* * *

Mathematics in Action, Book 1, by Hart and Jahn, published by D. C. Heath and Company, is part of a practical, socialized course in mathematics now characteristic of progressive junior high schools or the corresponding upper grades. The title of the series, Mathematics in Action, conveys the central theme, namely, mathematics used to solve typical significant problems of real life.

* * *

Toward a Healthy America, by Paul de Kruif, an illustrated bulletin of 32 pages, is the 31st in a series issued by Public Affairs Committee, 30 Rockefeller Plaza, New York City, and published by Silver Burdett Company; price ten cents. Over a million of the pamphlets in this series have been sold, indicating their wide usefulness.

Dances of Our Pioneers, collected by Grace L. Ryan, with musical arrangements and illustrations, a pleasing book of 200 pages, published by A. S. Barnes and Company, gives complete descriptions of the old-time dances, together with the calls and music. These dances can be used by groups of all ages. The book will have wide use in Schools.

Seeing Our Country, Book One, by Pitkin and Hughes, published by Macmillan Company, is a revised edition of Seeing America: Farm and Field, by the same authors; completely rewritten and illustrated. This handsome big book of 400 pages, for intermediate and junior high school grades, will immediately find a wide circle of friends. Book Two will be ready this month.

SHAKESPEAREAN FESTIVAL

Charles F. Wright, Beverly Hills; President, Speech Teachers Association of Southern California, Director, National Speech Tournament and Student Congress

COMMEMORATING the birthday of the Bard of Avon, students from leading high schools, junior colleges, and colleges of the Southland participated in the 19th annual Shakespearean Festival, held April 29, at Occidental College. The joyous celebration was marked by the personal appearance of Fritz Leiber, who delighted hundreds of pupils with his recent playlet, Shakespeare is Here Today, given at the Ann Hathaway Luncheon. He was assisted by Mrs. Fritz Leiber, known professionally as Virginia Bronson.

The morning Festival consisted of Shakespearean selections of 30 lines, in comedy or tragedy, read by 108 entries from Los Angeles County. This was the largest field of student talent in many years. Every Shakespearean reader was presented with a Shakespeare Certificate of Merit. Those who, in the opinion of the judges, demonstrated the highest excellence in rendition of their lines had their complete selections recorded by Dr. Charles Frederick Lindsley, chairman of the speech department, Occidental College.

These recordings were awarded to the following by the Speech Teachers Association: Richard Hamilton, Rachael Reid, Pasadena Junior College; Kathryn Farley, Fremont; Bruce Satterlee, Dorsey; Marian Sprott, Pasadena Junior College, Lower Division; Fred Montgomery, Hollywood; Erma Becker, Venice; Richard Eshleman, Hamilton; Edith Soady, Jordan; William Gilmore, Redondo, and George Hallberg, Venice, tied.

Dorsey High School and Roosevelt High School of Los Angeles won the Ann Hathaway Luncheon and Afternoon Festival attendance prizes, respectively.

The afternoon Festival featured an organ recital by Walter Hartley, in Occidental College's magnificent Thorne Hall; Elizabeth E. Keppie's Pasadena College Verse Choir in a 7-minute program of Shakespearean lyrics and poems about Shake-

spere; a Shakespeare Review, with a string trio overture, produced by Mrs. Carolina Abrams Samuelson of Los Angeles Roosevelt High School; and the Peter Pan Players of South Pasadena High School, who presented scenes from their recent sterling performance of Macbeth. This splendid group was directed by Amy R. Foote.

Those who gave much time and effort toward making the Shakespearean Festival successful included:

Norman McLeod, general chairman, Hollywood High School; Mrs. Annie C. Moore, morning chairman, Dorsey High School; Mrs. Elizabeth Cloud Miller, afternoon chairman, Thomas Jefferson High School; Mrs. Helen B. Carleton, chairman of Ann Hathaway Luncheon, Bret Harte Junior High School; Mrs. Caroline Wright Householder, chairman of program, Jordan High School; Wilton W. Cook, chairman of awards, Garfield High School; Mrs. Carolina Abrams Samuelson, chairman of music and entertainment, Roosevelt High School; and Dr. Frank Dyer, program toastmaster, Santa Monica High School.

Distinguished guests included Dr. Remsen D. Bird, president of Occidental College, Dr. Lindsley, Oliver Hinsdell, and Minna Mae Lewis, past-president, Speech Teachers Association of Southern California.



Fritz Leiber, Shakespearean actor, shown here with his self-portrait of Hamlet, delighted 600 who attended the Shakespearean Festival, under sponsorship of Speech Teachers Association of Southern California. Shakespearean readers from 37 high schools, junior colleges, and colleges participated in the Festival which has been held for 19 years in commemoration of William Shakespeare's birthday.

THE NURSERY SCHOOL

A MODERN CURRICULUM FOR THE YOUNG CHILD

*Florence Van Dyne Stewart, Acting Director, Pillsbury Foundation School,
Santa Barbara*

TO carry out the curriculum of nursery education it is most important to set up an environment which supplies learning experiences to meet each child's needs—experiences to challenge the possibilities of little human beings at their stage of physical development and mental maturation.

Besides learning experiences, the personal attitude of the teacher, the space, the color, and the arrangement of everything in the room are all of importance.

The objective of the curriculum is to set up a miniature democracy through natural play that will help the child be wholesome and healthy, be challenged mentally, be helped in emotional and social adjustments, and develop worthy habits of personal care and of work. But certainly we will give him the opportunity to develop his interests so he may live fully with consideration for others.

We are building up good attitudes. We want him to develop initiative, purpose, ability to meet situations and to assume responsibilities on his level. It is our desire to let him create, carry out his feelings and ideas and think for himself.

We let him feel purpose—an inward urge to do. We want him to gain a feeling of security—of belonging to the group, of having something to do and the freedom to do it. He is also learning to work with others, sharing materials and ideas, making adjustments.

Materials for Play

If we are to have natural play we must have materials for that. At this age we find the young child's body is developing the large muscles of the trunk, legs and shoulders. That explains his craving for physical exertion. We should offer opportunity for such play then as climbing, running, jumping, balancing, hanging, swinging. He should have large blocks,

boxes of various sizes, barrels, planks, steps, saw-horses, jungle gym, swing and tools for carpentry. All of these provide for muscular activity without strain.

There may also be toys that call for exertion on the child's part as tri-cycles, doll-buggy, dolls, toy animals, big balls, and ropes. Then there are art materials such as finger paint, calcimine paint, with big paper and brushes that encourage arm sweep, and clay in big chunks.

Even the music instruments should call for large muscular movement. They should have interesting tones and may include gongs, bells, rattles, cymbals, drums and flutes.

Sensory Development

Besides the muscular we may well consider the sensory development for the small child. This need can best be met through outdoor play whenever the weather permits. There the child may feel the warmth of the sun on his back, he may climb the tree, roll on the grass or feel the squash underfoot as he runs over it. He may play in the sand-box and not only mold the sand and let it run through his hands but pat and pound and stir. He may run in the wind and even feel a few sprinkles before a shower.

Here, too, are the pets—the chickens, rabbits, guinea pigs. He cooks with the eggs the little hen lays. He enjoys the smell of vanilla, the custard tastes delicious. Music instruments supply sensory experiences for the ear.

We must consider the eyes of the child when we select materials. We are told the eyes of the average child up to six and a half or seven years focus at a distance, not at close range and that the finer muscles do not coordinate without causing strain and nervous tension. We need play then, that calls for looking off at a little distance, large pictures and books with simple drawings and large paper so the

child will look off as he makes a picture.

There is a strong physical tendency for language expression and social intercourse in young children. The social intercourse is particularly marked at four years and is a part of a normal development. Blocks, costumes, toys as well as doll house furniture encourage dramatic play.

The best approach to materials is perhaps to merely expose the child to them. The environment may be changed to guide the child's interests and clarify his concepts. Situations are set up that challenge and call for choice. The environment should be varied and interesting, but not too stimu-

Eliminate Confusion

Confusion is a stumbling-block to learning and should be eliminated. Habits should be established for responsibility of putting work away, for constructive use of materials, as well as the habit of living together courteously and graciously.

One observes a process of continuous growth in the use of materials. One stage must be passed through before a child can thoroughly meet the next. Any child experiencing a material new to him will experiment with it. This is a child's natural right. As he manipulates, he discovers the possibilities. We see this when he strings blocks along, pats clay, dabs on paint, tries one music instrument after another or runs, jigs and hops about. A child of four years very quickly goes through this period of pure manipulation into another stage of development.

This next stage is more than manipulation but not definite idea. An outline may be made of blocks—"you walk on it," the child says. A picture is made of many careful splashes of color—"just prettiness," the child remarks as some others gather to see it. The rhythmic expressions are not so disjointed—a flow is developing. The vocal expression becomes a chant.

After this come ideas and they are put into form. The blocks become a house or boat. The painting is a man or perhaps an airplane. The rhythm may become a little dance with form expressed in movement or in grouping. Songs may be sung with a definite melody. Rhythmic patterns may be expressed on the instruments.

ALTHOUGH we deal with a group in school we must also consider differences of home conditions, social development, physical conditions, physical defects of eye, ear, speech, and sensitivity of the nervous system. The curriculum should take all these factors into consideration because we want the child to mature with comfort and naturalness and we hope to integrate the school with the family and the community.

RICHARD MULCASTER

MODERN EDUCATION FROM AWAY BACK

Elmer H. Stauffach, Ph.D., State College, San Jose

RICHARD MULCASTER, whose "modern" educational ideas are discussed in this article, was 34 years old when Shakespeare was born. Shakespeare outlived him only five years. He was a small child when the Act of Supremacy by Parliament made Henry VIII head of the English church.

The reigns of the boy Edward, "Bloody Mary," and Queen Elizabeth fell within his life span, and the founding of Jamestown, Virginia, took place only four years before his death. Four hundred years ago Mulcaster was a boy of nine on the streets of London.

Mulcaster became famous as an educator while serving as headmaster of Merchant Taylor's School in London. Later he became headmaster of St. Paul's Cathedral School, also in London.

He published two books on education: *Positions*, in 1581, and *The Elementarie*, in 1582. From these works the quotations discussed below are taken.

However, these ideas should not be accredited wholly to Mulcaster. Some of them he doubtless drew from ancient sources. Others he probably got from his contemporaries.

The sixteenth and seventeenth centuries were rich in new ideas, educational and otherwise. In fact so rich was the sixteenth century in "educational radicals" that it is impossible to determine with surety just what thinker was responsible for many of the innovations in educational theory.

It may, however, be said with assurance that Richard Mulcaster was not the least of such advanced thinkers.

Verbatim quotations are given (spelling revised) of certain of Mulcaster's educational views, for the reason that they present rather interesting comparisons with what are sometimes taken to be down-to-the-minute, twentieth-century educational principles.—*Author's Note.*

To Richard Mulcaster education and everything concerned with it should be rationally practical. He had scant respect for tradition as mere tradition.

"It is no proof," he says, "that because Plato praises something, because Aristotle approves it, because Cicero commends it, because Quintilian or anyone else is acquainted with it, therefore it is for us to

use." And again, "I dare not . . . offer anything that has not all the foundations . . . namely, nature to lead it, reason to back it, custom to commend it, experience to prove it, and profit to prefer it."

Though a teacher of boys exclusively, he still believed in the education of girls.

"In naming persons who are to receive the benefits of education I do not exclude young maidens. And to prove that they ought to receive education I find four special reasons, anyone of which—therefore surely all together—may persuade their greatest adversary, much more than myself, who am for them tooth and nail. The first is the custom of the country which allows them to learn. The second is the duty we owe to them. . . . The third is their aptness to learn. . . . The fourth is the excellent result shown in them when they have had the advantage of good up-bringing . . ."

Education for Rich and Poor

While not a democrat in the modern sense, he did not believe education should be limited to those who could pay for it.

"Some doubt may arise between the rich and the poor, whether all rich and no poor, or some in both, may and should be sent to learning. If some rich are sent, provided for out of private resources, some poor will be commended by promising parts for public provision for the general advantage, and if neither private nor public provision is mismanaged, the matter will decide itself by the capacity of the learners and their disposition to prove virtuous. The safe condition is that the rich should not have too much, nor the poor too little."

Mulcaster thus appears to have favored some selection on the basis of the capacity of the learner to improve when educational opportunities were offered. However, he was of the opinion that there could be too much of a good thing!

"I believe it is a burden to a commonwealth on the one hand to have too many learned, just as it is a loss on the other hand to have too few. . . . There is always danger to a state in excess of numbers beyond the opportunities for useful employ-

ment, and this is especially true in the case of scholars . . ."

INDIVIDUAL mental differences and special aptitudes of pupils were apparently recognized by this discerning man, and looked upon as having special pedagogical significance.

Educational Guidance

"There are in the human mind certain natural capacities which by the wisdom of parents and discernment of teachers, who may perceive them in the child's infancy and do their best to cultivate them, may eventually be made very profitable both to their possessor, and to the commonwealth. If these natural capacities are not perceived, those who are responsible must be charged with ignorance or with negligence, and if they are perceived but are either not improved or wrongly directed, the teachers and trainers, whether they are parents or schoolmasters, must be lacking in sound skill, or else guided by stupid fancies . . ."

The guidance function is further emphasized in the following quotation:

"If that wit fall to preach which were fitter for the plow, and he climb a pulpit who was made to scale a wall, is not a good carter ill lost, and a good soldier ill placed?"

And there may be a hint of regret in the 50-year-old Mulcaster when he writes:

"If by benefit of nature we be made fit for more qualities than ordinary education doth help us unto, do we not blame them, who having government over us, leave us ignorant in that, which in ripeness of years we want in ourselves, and wonder at in others?"

At a time when the physical well-being of school children was usually either grossly neglected or ignored altogether, Mulcaster wrote:

Health and Physical Education

"As in setting a child to school we consider the strength of his body no less than the quickness of his mind, it would seem that our training ought to be two-fold, both body and mind being kept at their best, so that each may be able to support the other in what they have to do together. . . ."

"The mind and body, being co-partners in good and ill . . . and having generally a common sympathy and mutual feeling, how can they be, or rather why should they be, divorced in education?"

Some glimmering of mental hygiene, and at least a hint of appreciation for

immaturity and unreadiness on the part of the child, may be found in the following lines:

"If the child have a good understanding and a body able to stand the strain of learning, methinks it were then best that he begin to do something as soon as he can use his intelligence, without overtaxing his powers either of mind or body, as the wise handling of his teacher will direct. What the age should be I cannot say, for ripeness in children does not always come at the same time . . . though it is pretty nearly at the same time. . . ."

"Experience has taught me that a young child with a quick mind pushed on for people to wonder at the sharpness of its edge has thus most commonly been hastened to its grave."

School Athletics

CONCERNING athletes in school Mulcaster contributed the following, which sounds quite modern. It will be seen that he was critical of, though not generally opposed to, school athletics. *Supervised playgrounds* was his solution to this problem:

"Football could not possibly have held its present prominence nor have been so much in vogue as it is everywhere, if it had not been very beneficial to health and strength. To me the abuse of it is sufficient argument that it has a right use, though as it is now commonly practiced, with thronging of a rude multitude, with bursting of sins and breaking of legs, it is neither civilized nor worthy of the name of healthy training. And here one can easily see the use of the training master, for if there is someone standing by, who can judge of the play, and is put in control over the players, all these objections can be easily removed."

Home-School Relationships

"I should wish . . . parents and teachers should not only be acquainted but on friendly terms with each other. . . . If their co-operation cannot be established, the poor child will suffer in the present, and the parents will lose satisfaction in the end."

Thus Mulcaster takes up the matter of parent-teacher relationships. He advocates frequent conferences between parents and teachers:

"The conferences of those interested in the upbringing of children may be of four kinds—between parents and neighbors, between teachers and neighbors, between parents and teachers, and between teachers and teachers. . . ."

"I must needs say once and for all that there is no public or private means that

makes so much for the good upbringing of children as these conferences between parents and teachers."

The desirability of adult consistency in dealing with the child is stressed in this terse line:

"The same faults must be faults at home which are faults at school."

Group Education and Social Training

Public education, even for the child of the rich and noble, was preferable, in Mulcaster's opinion, to private education. It should be remembered in this connection, however, that public education in the English terminology of his day referred to school education—group education, as contrasted with the education of the individual child under a private tutor. Publicly supported and controlled schools in our present-day sense did not exist. Mulcaster, therefore, is emphasizing the need of social contacts for the normal education of the child, when he says:

"Education is the bringing up of one, not to live alone, but amongst others, because company is our natural medium. . . . Individual ends must be adjusted to wider social ends. . . ."

The logic of this position, which is essentially the same as that supporting the most modern educational theories of the present day, was wholly neglected by Rousseau nearly two centuries later in his *Emile*. The fatuous enthusiasm for a beneficent Nature so prevalent among the "naturalistic" philosophers of the Rousseau period was entirely lacking in Mulcaster, whose criticisms of tutorial education are about the same as would arise out of a discussion of the subject today:

"How can education be private? It is an abuse of the name as well as of the thing. . . . It puffs up the recluse with pride; it is an enemy to sympathy between those who have unequal opportunities; it fosters self-conceit in the absence of comparison with others; it encourages contempt in the superior and envy in the inferior. . . ."

"Sometimes it maketh him too sheepishly bashful when he comes to the light, owing to his being unaccustomed to company. More commonly, however, he is too childishly bold through noting nothing except what he breeds in his own mind in his solitary training, where he thinks only of himself. . . . Surely it is reasonable for one in

his childhood to become acquainted with other children, seeing he has to live with them as men in his manhood. . . ."

Elementary Curriculum

KEEPING in mind the fact that Mulcaster believed wholeheartedly in group learning, compare the following criterion of a good elementary school program with modern opinion on the same subject. (The italics are mine):

"The proof of a good elementary course is, that it should follow nature in the multitude of its gifts, as that it should proceed in teaching as she does in developing. For as she is unfriendly wherever she is forced, so is she the best guide that anyone can have, wherever she shows herself favorable. . . . For the end of education and training is to help nature to her perfection in the complete development of all the various powers."

The last sentence sounds much like our "modern" objective of "self-realization." There seems to be even a hint of the democratic in it.

I suppose it might be said with some truth that the central theme of modern educational theory is the child's own interest. Seven years before the English "Seadogs" destroyed the Spanish Armada, Richard Mulcaster wrote:

Doctrine of Interest

"The best way to secure good progress, so that the intelligence may conceive clearly, memory hold fast, and judgment may choose and discern best, is to ply them that all may proceed voluntarily, and not with violence, so that the will may be ready to do well, and loath to do ill, and all fear of correction be entirely absent. Surely to beat for not learning a child that is willing enough to learn, but whose intelligence is defective, is worse than madness."

"The faculty of learning and following should be well employed by choosing the proper matter to set before them, by carefully proceeding step by step in a reasonable order, by handling them warily so as draw them on with encouragement. . . . As to his (the child's) delight, which is no mean allurements to his learning well, I would be equally careful that the matter which he shall read may be fit for his years, and so plain to his intelligence, that when he is at school he may desire to go forward in so interesting a study. . . ."

This interest on the part of the child should be permitted and encouraged
(Please turn to Page 46)

CONSTITUTIONAL LIBERTY

AMERICAN CONSTITUTIONAL LIBERTIES

THE BULWARK OF DEMOCRACY IN THE UNITED STATES

Nora May McShan, Student, Needles High School, San Bernardino County;
Glen T. Goodwill, District Superintendent and Principal*

SINCE 1787, for more than a century and a half, our country has been governed by the same document—The Constitution of the United States. This Constitution is the oldest in the world today. Why is this a fact? Why has our Constitution existed longer than that of other nations far older than America? Is it because of the document or the people ruled by it?

The first three words of this noble Constitution are "We the people." These three words exemplify precisely the type of government preferred by Americans, that is, a government "of the people, by the people, and for the people,"—which is the acme of true Americanism.

Being a Constitution which stands for freedom and individualism, our Constitution adheres to the principles of democracy. When it was being drafted a few of the signers feared to organize a democratic form of government, since they knew little of the many possibilities of a functioning democracy.

This great American Constitution has brought about a lasting unity of the people toward the ideals of democracy. They have become firmly established in the belief that all men are created equal—the assumption on which democracy is based. That Americans are truly unified has been proved in the past by the admirable way in which they have worked together in times of crisis. Incidents such as the Spanish-American War, the War of 1812, and that more recent and more notable struggle which we made in an effort to weather the depression of 1929, illustrate this outstanding feeling of unity.

For 150 years our Constitution has kept us "one nation, indivisible, with

liberty and justice for all." Our legislative body has given us laws which have established and maintained justice, provided for the common defense, and kept us secure in times of war and peace against violation of the rights which are assured us as citizens of the United States, in our Constitution.

Added to these provisions is what many believe to be the real key to the perpetuation of our democracy—the first amendment to the Bill of Rights. This amendment states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or of the people peaceably to assemble, and to petition the government for a redress of grievances." Thus did our forefathers establish a lasting democracy.

We Must Stand Firm

Today we must stand more firmly on these foundations than ever before, in order to maintain a country wherein a man may speak his mind freely, wherein the independence of the press is guaranteed, and wherein peaceful and patriotic assemblages may gather with the assurance of protection.

Thus far have we continued as a democratic constitutional country, even in 1939, when on either side of us are mighty nations being ruled by fear—countries wherein the ruling power is propaganda, the sole support of dictators. People are allowed to see only the things meant for their eyes by their tyrannical rulers. They are blinded to the fact that they are being deprived of their natural civil rights.

The one thing which prevents America's being in a similar condition is the American Bill of Rights.

Although this Bill of Rights was given us by the Constitution, we know that certain of the colonies refused to ratify the Constitution until the first ten amendments were added to the original document.

Of these ten, known to us as the Bill of Rights, a portion of our Constitution—which has been reproduced as a part of the constitutions of other great nations—the first amendment seems to offer the most protection to the common people. It is this amendment that has established American liberty and religious freedom.

Freedom of speech, without which a true democracy cannot exist, has been maintained. These things and others, such as freedom of press and assembly, are the protections which have preserved inviolate those inestimable privileges which we, as Americans, have cherished so long.

AMERICA has a high standard of living, the common people have the advantages of liberty and education, and there is opportunity for every one to better himself. If these things are untrue how can we account for the multitudes of immigrants who desire to come to America every year? If they are untrue, why is America still known as "the land of opportunity?"

Our Constitution has been the bulwark of American democracy for 150 years, and it is the greatest heritage which the American people possess.

* * *

American Authors

Who's Who Among North American Authors

WHO'S Who Among North American Authors, volume 7, in revised and enlarged edition, is now ready for the schools. This book contains sketches of thousands of living American authors, with list of their books, poets by states, and other helps.

It is published by Golden Syndicate Publishing Company, 260 South St. Andrews Place, Los Angeles; price \$6.75. This is the 18th year of publication of this standard reference book. Every school should have one in its library.

* Won first prize, Gold Award, by American Legion, Needles Post No. 145; the author received guidance from Miss B. L. Watson, dean of girls, and J. W. Eckhard, vice-principal.

ELEMENTARY SCIENCE

ARE TEACHERS PREPARED FOR ELEMENTARY SCIENCE?

Robert D. Rhodes, Ph.D., Instructor in Biology, and Ralph Smith, San Jose State College

AS Elementary Science assumes a more conspicuous position in the elementary school curriculum, the problem of preparation on the part of the teacher becomes increasingly important.

Very often teachers feel inadequately equipped to undertake the presentation of the subject-matter. School administrators find many of their faculty members hesitant to undertake science units.

In evaluating the science background of Santa Clara County rural school teachers, the senior author ten years ago surveyed the college science-training of a large percentage of the teachers then employed in the county. The survey has been repeated and comparison of the two sets of data shows several interesting trends in the past decade. The average teacher today is much better equipped in basic science as well as more broadly trained than the average of 1928. Nearly every teacher has several fields of natural science in which he should feel competent to attempt elementary science units.

The study deals with the rural school teachers of the 55 Santa Clara County schools who receive their supervisory assistance from the county office or local principal, and excludes the teachers of the four larger communities, San Jose, Santa Clara, Palo Alto and Gilroy, which do not receive county supervision nor necessarily follow county courses-of-study.

In these 55 schools are employed 289 teachers and principals during the current year, one less than during the year 1928-29. Of these teachers complete records were available for 63.6% in 1938, 72% in 1928. These were individuals who had graduated or received credentials from San Jose State College. Cases of persons who had graduated elsewhere and whose records were not complete were not included. It is probable, however, that

Table I. Summary of the science records of teachers included in the study.

	1928	1938
Teachers in Santa Clara County rural schools	290	289
San Jose State Matriculates.....	242	213
Per cent	83.7%	73.7%
Complete records	209	184
Per cent	72%	63.6%
Range of quarter units.....	0-33	0-59
Median	12	17
Average	12.51	17.9
Percentage increase		41.6%

the percentage of persons considered is great enough to be significant; there seems no reason for believing that teacher-training candidates in other institutions receive a significantly different amount of science work. It is very unlikely that any college science done after graduation has not been recorded. High school courses in science were not available and would, if available, be of problematical value. Table I presents general data.

In terms of college-quarter units (a semester unit being equivalent to 1½ quarter units) the amount of the college science ranged in 1928 from no units to 33, in 1938 from no units to 59. The mean has increased from 12 to 17 units, the arithmetical average from 12.7 to 17.9, a very significant increase.

Nature-Study Survey Course

Continuation of such an increase cannot be looked for in the next decade, however. College graduation at San Jose now requires 21 units that can be listed under natural science (this value including 3 units of health and hygiene); assuming that in another decade 50% of the teachers show this average the other 50% remaining at the present level, the new value would be only 19 units.

Nearly 56% of those considered have completed a course in Nature-Study—the principal survey-course offered at San Jose State College and one which covers both biological and physical sciences. Although necessarily merely an introduction to science, this course is designed to be immediately useful to any person teaching elementary school classes.

The most nearly universal preparation is

found to be in physiology and hygiene and this background, too, should be of definite value.

Lengthening the years of college preparation of elementary school teachers from two to four years has been reflected in the increase in the number of persons electing basic science courses.

Comparison of the records for 1928 and 1938 show a surprising increase in chemistry, physics, astronomy, botany and zoology.

The earth sciences, geology, physiography and physical geology, show either small gain or definite decrease, not only relatively but actually.

With the exception of nature study, the popularity of general courses has declined: biology, agriculture, bionomics all show definite decreases.

Four courses of specific professional value offered only during recent years, namely, advanced nature-study, teaching of general science, conservation, and West Coast School of Nature Study, a summer field school in nature-study, have been taken by relatively few persons in the county. The probabilities are, however, that these individuals are actively incorporating elementary science into their classroom programs.

VIEWED broadly, general conclusions to be made from this survey may include the following:

1. The present status of science training, although not ideal, is much better than a decade ago.
2. A fairly high percentage of teachers are equipped with at least a minimum survey course in science.
3. Basic sciences which furnish fundamental information for many elementary science units are increasingly evident in teachers' background.
4. The average science training is comprehensive enough to warrant continued attention to elementary science needs in the curriculum.
5. Supervisors and administrators conducting similar surveys among their own teachers will undoubtedly find that most teachers are sufficiently well-informed to carry out at least some elementary science units or to incorporate science into some social science units.
6. If teachers with 17 college credits in science honestly feel inadequately equipped to undertake science units, the college should scrutinize the aims and content of science courses offered prospective elementary school teachers.

* * *

Prentice-Hall have brought out a revised edition of *Essentials of Business Law*, by Kanzer and Gerstenberg. The book first appeared in 1933 and came into wide usage; the present attractive large volume, 545 pages, has been extensively revised because of the important economic and social changes of the past decade.

SOCIAL HISTORY FOLDER

Paul Herbold, William Tell Aggeler Branch High School, Chatsworth Park,
Los Angeles City

THE Social History Folder is a document form developed in the Los Angeles City schools for use in the study and placement of problem boys transferred from regular classes to welfare centers.

The Welfare Center is a school to which students who have become incorrigible or who fail to adjust to the regular school environment for any of several reasons may be sent for diagnosis and treatment. Eventually they are placed in regular classes or, with the approval of the courts, in a more closely supervised environment.

To make the needed diagnostic and remedial efforts effective has required the development of a systematized record for each boy. Thus the individual Social History Folder came into existence, and is now a regular and vital part of the program designed to aid "the boy with a problem."

A definite routine is followed in placing boys in Welfare Center. The boy must be assigned by his school principal or vice-principal, after a conference with parents, and the district supervisor of attendance. The latter is likely to have an excellent knowledge of the boy's problem.

At the time of assignment, the Social History Folder first makes its appearance. For page one the principal or vice-principal prepares general data regarding the child and his parents. Then follows a record of the child's attendance for the current year, together with his IQ rating as determined by one of the several standardized tests. The page is completed by a Statement of the Problem. A typical statement follows:

"While in kindergarten, John stole money from his teacher. Since entering school he has caused trouble by fighting and being abusive to other children. At one time he stuck a pocket-knife into a child, and I tried to tell the father about it, as he happened to come to school. He was in too great a hurry to listen to me. John has little inclination for study. His teacher has to make him do most of his work by keeping him after school. The immediate

cause of transfer was sticking two boys in the hands with a brass paper-knife as the children returned from recess."

The folder is now given to the assistant supervisor of attendance who makes an investigation of home conditions. These he summarizes on page two under the heading Sociological Findings. This section is subdivided as, Social, Economic and Environmental.

Half of the page is used by the attendance officer in making his analysis of The Problem as Presented. In the case of John he has this to say:

"John presents a case of personality maladjustment. He seems impervious to normal discipline, or to personal appeal and reasoning. His father admits the boy is wilful and headstrong and that he has been a problem in the home. However, he thinks the school is to blame through lack of sufficient strict discipline. John smokes, wanders the streets, and, according to rumor has been engaged in actual criminality. The boy is intelligent, has a fine disposition when he chooses to display it, and readily promises to obey but seems incapable of carrying through with his best intentions. I believe John should remain in the Welfare Center until he has gained control of himself and has shown by constant good behavior that he deserves a new opportunity."

Paths of Nature

Lorraine Bidou, Age 13, Pupil, 8th Grade,
Calla School, San Joaquin County;
Mrs. Grace W. Davis, Teacher

I ROAMED the paths of Nature,
Hand in hand with God;
Where cattle never grazed the hills,
Where men have never trod.

And flowers deck a starlit path,
Where rainbows never end;
Where trees lift high their hearts to God,
Beside the river's bend.

Where deer run fleetly through the woods,
Where birds ne'er cease to sing;
Where a rich man is a beggar,
And the poorest man a king.

I wish that I might dwell there,
Beside a rippling stream;
Far from all confusion,
And sit alone and dream.

On completing his investigations and report, the attendance supervisor calls at the school which is releasing John and takes boy and History Folder to the principal of the Welfare center to which he has been transferred.

The principal examines the folder, and after a discussion with the attendance supervisor and the boy, assigns the latter to a tentative schedule of classes. Meanwhile he sees to it that page three of the folder is completed as promptly as conditions permit. This page is devoted to Physiological Findings and Psychological Findings.

The school doctor making his regular rounds completes the Physiological Findings. He writes of John,

"Upper normal size, nutrition good, somewhat overweight, posture good, heart and lungs sound, T and A out, teeth filled and sound, vision nearly normal, hearing normal, nervous stability fair. Recommendation: No remedial work necessary at present."

The Binet test is given John by the visiting school psychologist who notes that the boy has a chronological age of 11, a mental age of 11.5 and an I.Q. of 105. The psychologist in this case makes no recommendation for further study of the student.

The last page of the folder, four, is for the use of the Welfare Center principal and teachers. The chief heading is Observation Findings. Eight of these are listed, and each has from four to six possible selections to be checked. The observation findings are titled: temperament, social attitude, traits, play attitude, special abilities or disabilities, first rating and final rating.

Page four also provides space for John's attendance record at Center, Scholarship report, and finally Adjustment recommendation. The adjustment recommendation states,

"Boy has made good, and because of his age and grade it was thought best to transfer him to Central Grammar."

The History Folder is completed soon after John leaves the Welfare Center, and is then forwarded to the attendance and employment of minors section of the downtown office, where it is filed permanently. A copy is returned to the Welfare Center for reference. Various statistical studies are carried on in the central office with the history folders as a basis, and better methods of treating and placing the problem boy are evolved. In the event that a case requires special action after the boy leaves Welfare Center the Central office has excellent information on which to base decisions.

The Social History Folder represents a definite, planned, systematic procedure for analyzing thoroughly each difficult boy, with a view to reclaiming him for a life of good school and adult citizenship.

HOMEMAKING PLAY SCHOOL

THE PLAY SCHOOL AS A TEACHING DEVICE IN HIGH SCHOOL HOMEMAKING CLASSES

*C. F. Perrott, Principal, Turlock Union High School; Lura Jarmon Woodworth,
Director of the Play School*

OPPORTUNITY was given students of the homemaking department, Turlock Union High School, Stanislaus County, to have a real live laboratory in the study of child care and family relationships as a 6-week unit in the regular courses for advanced students. Catherine Cushman is head of the department.

Nine children — 4 boys and 5 girls — between the ages of 2 and 4½ were recruited for a play-school, to be held in the high school plant under direction of the department. Mrs. Lura Jarmon Woodworth, former teacher of Newman, trained in the field of play-school and nursery-school education, supervised the project. While the play-school has been used in 12 other states as a teaching-device in home-making departments, this is the first play-school to be offered to California junior and senior high school students.

Interest mounted as the girls began a 2-weeks preparation period, prior to the time the children would come. This time was devoted to study, making of toys, assembling of other equipment, and preparation of the room and yard.

The department was fortunate in being able to secure a fairly large room on the ground floor, with adjoining toilet facilities, and a direct outdoor entrance to an enclosed grassy court. This lessened the supervision problem, and fences were unnecessary in the play-yard. As the project was conducted during October and November, the sun shone almost every day, making the courtyard the center of all activities.

The children came Monday, Tuesday, and Wednesday during the morning hours for a period of 4 weeks. Thursday and Friday were used for class discussion of situations that arose out of the play school.

A public park, with slides, swings, etc., within a distance of one block,

was marvelous for climbing devices. Other excursions were conducted to a fishpond on the school-grounds, a nearby grocery, and to the high school music-room, where the children took turns beating the drums, while the rest walked and skipped to the beating. Each day one child assisted a high school student in washing the juice glasses. Juice was an item of the daily diet.

The children were permitted to bring toys from home, if they would share them with others in the group.

Morning health-inspection upon arrival at school, tomato- or orange-juice, regular toileting, washing of face and hands, a quiet period of rest, a story, music, or a finger-game, and assisting with putting the toys away, were the only set routines. The activity during the rest of the time depended upon the interest-span of the children.

Rotating Periods

The home-making classes rotated periods of observation and participation in the activities of the children's group. This participation was as inconspicuous as possible so the children could carry out their play-activities unhampered and could develop a feeling of adequacy and self-reliance.

A portable blackboard was used to give directions and to draw the attention of the students to certain situations the instructor wished them to observe. Each student also made a written study of an individual child.

Every precaution was taken to safeguard the safety of the children while they were in school. Parents were required to designate in written form a doctor that might be called in an emergency.

While the homemaking department led in the organization of this

project, the ready cooperation of other departments tended to make it an all-school venture. The homemaking department felt free to call upon the art, shop, agriculture, music, gymnasium, drama, and commercial departments for assistance.

Important as the program was for the children who attended, the most vital aspect of the play-school movement is the training of high school boys and girls who will later become parents and home makers. It was a real experience for some girls to come in contact with children of this age for the first time. The girls took turns in taking the children home, which added to the girls experience in being alone with the child and seeing him in the home situation.

THE success of this experiment is evidenced by several things. The statements made by the students are gratifying proof of the valued experience coming to those who planned and participated in conducting this project. Not only did they learn better to enjoy young children, but they became more sympathetic with the child and his growing adjustments to his social group and to this world in which he finds himself. They also came to the realization that a child is a human being with the rights and privileges of such. A study of children's reactions and adjustments assisted in aiding these adolescent girls in the solution of their own problems.

The class discussions on Thursday and Friday, the careful planning of the hours in the play-school, the acceptance of responsibility by the students, their realization that simple toys have the greatest value in fulfilling a child's needs, and finally the realization that patience, perseverance and firmness do play a great part in child development and the establishing of habits — all these things did make the play-school a fine venture for the home making department.

Mothers Were Enthusiastic

The reaction of the mothers to the program is another measure to be considered. No organized program of parent education was carried out, as the high school students received primary consideration in this respect. Mothers were encouraged to remain during the play-school session for visitation. As a result of the play-school program, the mothers asked if a nursery-school might be established in the community to carry on the work.

The third group to express appreciation for the program were the mothers of the high school students, many of whom commented on a growth in understanding in their daughters of younger brothers and sisters.

RADIO HOUR: AN ACTIVITY

Alicia G. Coffey, Teacher, Bret Harte Junior High School, Oakland

THE curtain was only an old, faded bedspread hung insecurely by safety-pins and clips to a wobbly wire across the corner of the portable. The music, *I Love You California*, faded. The "radio hour" was on.

How often have social studies teachers thought—"we could dramatize that if we only had the time"—time and energy to rehearse, to get costumes and scenery; a chance to get the auditorium.

What to do with the pupils not in the play while the rehearsal was going on? At times they have even had to sit in the auditorium and watch monotonous rehearsals.

With the ever-increasing amount of knowledge to be presented to the class, we must save time somewhere. In saving this time, however, we must not sacrifice enlivened programs. The "radio hour" solves these problems and others.

The 9th grade social studies course, based on Rugg's *An Introduction to Problems of American Culture*, provides us with problems for discussion on the neighborhood, the family, advertising schemes, law and crime, jazz, the automobile, and civic problems. Daily newspapers and current periodicals give us excellent examples of these problems so that our radio programs can be brought up to the minute.

As the music fades, the announcer greets the audience. If no victrola or real radio is available, the announcer may be slightly out of breath from leading the performers who had to sing their own theme song!

Next come the advertisements, and then a play demonstrating some problem which has been or is to be discussed in class. The advertising sponsor puts in a word at the end. The announcer rounds up the program, makes promises for the next "radio hour" as the theme song is again heard.

There is a certain amount of mystery about the "radio hour" which ap-

peals to the adolescent. Only the members of the cast know in advance what the program is to be, and they are sworn to secrecy. The class awaits the program with great interest.

The first program might be written and planned by the teacher, but after that it is surprising the number of pupils who come in with programs they have written. Some of the students like to act as the announcer and director. Some like to take charge of all sound effects for the program. Some like to make up "ads" and some prefer to present questions which will be answered on the next program. These various activities give opportunity for the expression of real talent, and—possible lack of talent—but all of the students enjoy the work.

One little girl, timid, and rarely reciting in class, dramatized a story on adolescents and the use of fire-arms. She directed her own play and derived real pleasure from it. It was the first time she had ever really mixed with the members of her class. Her ability to take part in oral work has definitely improved.

We'll call him Jack. He draws beautifully and will hand in countless drawings illustrating the problems discussed in class. He had a horror of reciting. Of course, he should have been helped over this difficulty long ago through careful casework.

The Gift

Mrs. Grace P. Harmon, Teacher, Graham Elementary School, Los Angeles

THERE'S the gift—Oh, so fine!—of enjoyment:

To thrill to the meadowlark's song
Or the curve of a hill or the sweep of a cloud,
As we travel the highway along!

Such a gift, fairies bear to our borning
For fairies must bring it at birth
The vision to see, and the hearing to hear
As we travel the highways of earth!

For all cannot see simple beauty,
Everyone cannot hear soundless song
In the curve of a hill or the sweep of a cloud
As they travel the highway along!

It took considerable maneuvering to get him to take a part, but the fact that he would be behind the curtain, finally did the trick. "Who took the part of Mr. X.?" asked the class. "He was swell." Now Jack is asking for parts.

Jim and Paul, two big, noisy fellows, came up to the desk. "Here's an American problem we wrote up. Will you look it over and see whether it's good enough for a radio play?" It was the problem of a young American child going to the movies. It was a hilarious success.

One of the most popular topics is that of accident prevention. Newspaper write-ups of accidents are put into conversation. It is not necessary for the teacher to draw any conclusions when the program is over. The announcer attends to that! Another program which turned out exceedingly well, was the "Trailer Program." The "ads," jokes, news, and play all dealt with trailer problems.

CHILDREN even get tired of ice-cream if they have it for a steady diet, and so with radio hour—don't wear its welcome reception out. Of course some frown upon "rewards" of any sort, but the amount of work accomplished so that we can have time for "radio hour"—is amazing!

* * *

Eugene H. Barker, George Washington High School, San Francisco, is co-author of *Mathematics in Daily Life*, with Frank M. Morgan of New Hampshire, published by Houghton Mifflin Company. This excellent text is in the best modern style. The authors express indebtedness, among others, to Lenna Jane Warmoth of Polytechnic High School, San Francisco, and E. A. Jarvis, Curriculum Department, Los Angeles Board of Education.

* * *

Motion-Pictures as an aid in Teaching American History, by Dr. Harry Arthur Wise, a volume of 200 pages published for Yale University Department of Education, by Yale University Press, comprises the findings of a research study involving 11,000 students in 28 history classes.

The author concludes that motion-pictures have high relative value when used as a supplement to the usual instructional procedure.

* * *

William L. Gantz, Piedmont High School, is convention chairman, National Association of Journalism Directors of Secondary Schools, which holds its annual summer convocation with N.E.A. convention, Thursday afternoon, July 6, San Francisco.

PROPAGANDA AT SCHOOL

PROPAGANDA ANALYSIS IN PUBLIC INSTRUCTION

Ernest E. Oertel, Ph.D., District Superintendent of Schools, Hemet, Riverside County

PROPAGANDA analysis is increasingly attracting attention in California, especially in educational circles. Teachers of the social studies are hearing numerous addresses on some phase of this subject these days.

University of California Extension Division in Los Angeles offers a special course in propaganda analysis for teachers of social studies. In a bulletin announcing this university class, the course is announced as a "new, stimulating, timely course in a subject of vital importance to teachers of the social studies."

The following excerpts taken from the announcement indicate the importance attached to this new subject by some eminent persons.

All persons, according to H. G. Wells' blueprint of a new system of education, "should study propaganda and advertising methods as a corrective to newspaper reading."

Bertrand Russell says: "Scepticism as regards propaganda is one of the most vital necessities if democracy is to survive."

A bulletin from Institute for Propaganda Analysis, representing members like Charles A. Beard, Hadley Cantril, Edgar Dale, E. C. Lindeman, Robert S. Lynd, Kirtly Mather, and James T. Shotwell, reports: "There is today especial need for propaganda analysis. America is beset by a confusion of conflicting propagandas, a babel of voices, warnings, charges, counter-charges, assertions, and contradictions assailing us continually through press, radio, and newsreel. . . . If American citizens are to have clear understanding of conditions and what to do about them, they must be able to recognize propaganda, to analyze, and to appraise it."

Illiteracy is no longer the problem in the public schools that it used to be. During the World War it was discovered that large numbers of young men were unable to read and write. Following the war, at-

tention was focused upon the problem of removing this deficiency. Education has been eminently successful in its campaign to teach the three "R's" to all of our citizens in all parts of the country.

Illiteracy is nearly gone. There is at this time, moreover, an abundant supply of news, informational and feature, for all of our people to read. As a matter of fact, there is a plethora of written and spoken information of all sorts in the channels of communication today.

Our people can read. What they cannot do is to evaluate properly that which they read. We have relatively few discriminating, critical readers and listeners. While the schools have been centering their attention on individual abilities to read, little thought has been given to the critical analysis of materials read. As a consequence, a literate but gullible mass of American citizens has grown up. People today are all-too-susceptible to the propagandas of the publicist and the public relations counsels, to the ballyhoo of commercial advertising, to the subtle statements of colored news-stories, to slanted magazine articles, and to biased motion-pictures.

Evaluation is Imperative

It should now be a responsibility of the schools to teach students on the secondary, collegiate, and adult levels to evaluate news and public information of all sorts, as released through newspapers, magazines, radio, and cinema.

Schools should assume the obligation to teach students in social problems to read, listen, and observe with discrimination. Deliberate efforts should be made to develop healthy skepticisms, but not cynicisms.

People generally like to avoid what is sometimes called the ordeal of thinking. They are too willing to accept slogans, shibboleths, stereotypes, and symbols because they seem easy to "take." Propagandists use words and symbols to tyrannize us, and as a people we simply are not practiced in making the kind of evaluations that can liberate us from such tyranny.

Probably it would be helpful for us to consider for a moment just what propaganda is. Then we may understand better some of the basic problems of propaganda analysis. Propaganda has been defined as "an expression of opinion or action by individuals or groups deliberately designed to influence opinions or acts of other in-

dividuals or groups with reference to pre-determined ends."

Since propaganda deals with mental processes, one must study it in relation to the human mind. This mind has been described aptly as the "battlefield of propaganda." Those who have delved into the study of propaganda analysis have been much concerned about the workings of the mind; they have had to look into the psychologies, particularly the social psychologies.

Such, for instance, was the case with the earliest writers in this general field, William G. Sumner and Peter Odegard, who wrote respectively, *Folk Ways* and *The American Public Mind*. The author of what some persons consider to be the outstanding text in propaganda analysis calls his book *Propaganda: Its Psychology and Technique*, (Leonard Doob).

Pertinent Reference Books

Books which make a greater appeal to lay readers in this subject include such titles as the following: Silas Bent's *Ballyhoo*; Seldes' *Freedom of the Press*, and *You Can't Print That*; James Rorty's *Our Master's Voice: Advertising*; Arthur Kallet and J. J. Schlink's *A Hundred Million Guinea Pigs*. Stewart Chase has contributed much to the study through his writings on the *Tyranny of Words*. Institute of Propaganda Analysis, started in 1937, has engaged in research in this special field and has been responsible for gathering considerable valuable research-material on the subject.

If people are trained to do critical thinking, to entertain critical attitudes, and to develop healthy skepticisms, there is little danger that propaganda will prove to be a sinister influence.

But the effect of propaganda on an uncritical audience may be dangerous. Propaganda may even jeopardize democracy. For it may open the way to mass control by a demagogue or a fascist leader. This on the political side.

On the economic side, propaganda may, and manifestly does, induce us to do many things that are utterly unjustified and wasteful from a pecuniary point-of-view.

The statement may be ventured that the essential difference between propaganda and what might be called a wholesome, disinterested instruction is that propaganda deals more or less exclusively in a given means to an apparently desirable end, and is so employed for selfish, mercenary, or power-gaining purposes. Whereas disinterested instruction considers and reviews critically, unprejudicially, and as rationally and scientifically as possible, all available means that may lead to the desired end, keeping ends in plain view.

One cannot gain health by employing unhealthful means, despite the specious

claims of advertisers or publicists. We cannot gain beauty by employing unbeautiful means, nor can we get justice by making use of unjust means. Democracy may not be obtained through undemocratic methods.

It is a long-practiced device of the propagandist to try to convince people that some *one* means or *one set* of means, singled out for a reason, will achieve a desirable end. From the time when the Medicineman first presented his magic cure-all, down to our own day, when we are offered some giddy economic conjuration to provide comfortable competences to all, the credulity of readers, listeners, and observers has been used by those who wish to have us surrender all our attention to a given means.

America has been, and still is, exceedingly gullible as respects the acceptance of ballyhoo, press-agentry, slogan-making, and propaganda in general. This is because people allow themselves to be engulfed, heart and soul, in isolated means.

We wish, say, to have abundant health; we wish to have security; or we wish to have friends. These are desirable ends toward which our thinking and activities may well be directed. We especially want these ends; we may desire fervently to attain them; but, by the nature of things, our aspirations cannot link us directly with the ends we envision. We can deal intimately only with the means to these ends—means that appear to be at hand. Here is where the propagandist capitalizes on our accustomed infidelity to our ends.

How to Resist

The best way to resist propaganda is to refuse to be taken in by claims made by designing persons or organizations in presenting any one means or set of means toward a given end. We should not permit the propagandist to hypnotize us in a means that merely suits his own purpose.

In a study of propaganda analysis the whole art of ballyhoo is examined critically. The basic techniques and devices of the publicist are studied in detail, and examples of pressure-appeals made to basic human emotions are examined searchingly.

The student of propaganda analysis, be he registered in high school, college, or in an adult education course, learns to develop a healthy skepticism.

He learns to evaluate critically that which he reads, sees, and hears. He trains to be able to form independent judgments.

So far as he is concerned, propaganda loses much of its power and practically all of its danger. And a worthier member of a democratic society is in the making.

Divided We Fall

Dean Russell on Fascism

CORTLAND JACKSON LANGLEY, secretary, Lay Council, Teachers College, Columbia University, informs us that the address on fascism, *Divided We Fall*, by Dr. William F. Russell, dean of the college, has been published as a bulletin and is available in quantity for school use.

Mr. Langley states,—Correspondence regarding this address is now coming in from

all parts of the country. As was the case with his address on communism, we are again receiving numerous requests from schoolmen for sufficient copies for their entire classes. We are happy indeed to fill these requests, since it is Dean Russell's desire to make whatever contribution he can to thoughtful public discussion of questions which affect the orderly development of American Democracy. It is his belief that the most vital problem confronting America is how we may properly educate for citizenship in a Democracy.

GUIDANCE MANUAL

A GUIDEBOOK TO CALIFORNIA UNIVERSITIES AND FOUR-YEAR COLLEGES

Joseph R. Klein, *Orientation Department, San Bernardino Senior High School;*
H. C. McMillin, *Principal*

IT is very difficult for the average high school student to select the college that will best fill his individual needs. If he examines a large number of catalogs he is soon lost in a maze of facts and courses that mean little to him.

Yet any student planning to spend several years and a large amount of money on a higher education should have some reliable information upon which to base his selection of an institution.

It is true, however, that the average student continues his education in the college or university that is close at hand even if it fails to offer the type of instruction he needs. This is largely due to the fact that the student is better acquainted with the school that is nearby; it is close to his home; and many of his friends will attend.

The student lacks simple, accurate information about the other educational opportunities available to him in his own state.

California Universities and Colleges, a 22-page mimeographed bulletin, was developed to give our students pertinent, up-to-date information on all of the California four-year colleges and universities.

The descriptions of the various institutions were developed from the latest catalogs and bulletins by a 10th-grade orientation class. The group as a whole planned all phases of the work,

including the general outline to be followed in writing up each school.

In order to insure the accuracy of the book, each description was sent for approval to the college or university to which it pertained. Every four-year college and university in the state cooperated by returning the information with corrections, suggestions, or approval.

California Institute of Technology, although classified in the national educational directory¹ as a technological institution, is included in this booklet because it is located near our high school. Junior colleges, professional schools, and technological institutions (other than Cal. Tech.) have been omitted from the guidebook in order to keep it reasonably brief.

Similar studies should be made of other classifications of institutions of high learning. An exchange of this information would be of great value to the high school counselor.

¹ I. Ratcliffe, Ella B., and Waldo, Roswell Educational Directory, 1939; Part III, Colleges and Universities, including all institutions of higher education. United States Department of Interior, Office of Education, Washington, D. C.

* * *

High School of Commerce, San Francisco, has published a well-edited and attractively-illustrated 4-page newspaper-style bulletin of information. Henry I. Chaim, vice-principal and dean of boys, was in charge of the editorial work and preparation of this informative publication. Clyde W. White, principal, is pictured in a characteristic pose at his desk.

STATEWIDE NEWS ITEMS

Central Section

*Collis M. Bardin, Vice-Principal,
Washington Union High School, Fresno*

PROBLEMS arising from the migratory situation in the state and problems of nutrition, housing, and consumer education were discussed when 35 delegates and guests of California State Home Economics Association State Council met recently in Visalia. Adult education was stressed as an essential complement of homemaking education in the schools. Officers for the coming year were selected from the Northern Section,—Virginia Cutler, Colusa, will be state president and Kristina Nelson, Gridley, secretary-treasurer.

Kings County Unit Council has announced the adoption of a Group Insurance Plan, available to teachers of that county.

Fresno County will hold a separate Institute next fall, instead of the previous joint-meeting with Fresno City and Madera County. Superintendent Clarence W. Edwards is planning a one-day session in Fresno early in the school year, a second day near Thanksgiving, which will include the annual C.T.A. meeting, and credit for a varied offering of other programs throughout the year, to complete the requirements.

The Fresno County grand jury recently reported on an extensive survey of lighting conditions in the schools of that county.

Changes in Constitution

At its spring meeting the Executive Board of the Section Classroom Department considered changes in the Department Constitution, designed to improve the functioning of the committees of the Board and to bring the Constitution into harmony with revised practices throughout the Association.

A committee on teacher welfare and professional advancement is planned to coordinate activities on problems in this important field. All existing committees reported that projects for the year are well under way.

The first state conference of student Home Economics Clubs, held at Fowler Union High School, April 22, was attended by approximately 135 delegates and spon-

sors. Opportunities of the Home Economics Graduate was the topic discussed by Genevieve Callahan, associate editor of *Better Homes and Gardens* and co-editor of *Sunset*. Groups led by members of the Home Economics Club at Fresno State College discussed responsibility in club work, how to cultivate leadership in girls, social activities, program planning, and spiritual backgrounds. Reports from the national convention and plans for the organization of a state association were also discussed.

Fresno Teachers Credit Union

TEACHERS of Fresno City and County have owned and managed a credit union for five years. It now enrolls 200 members with capital shares of \$15,000.

These 200 teachers have saved that much money and put it into a revolving loan-fund to help each other in saving hundreds of dollars in interest and installment charges.

This money has been loaned at the low rate of 2/3% per month on the unpaid balance of the loan for all sorts of purposes.

The business is carefully run and costs are kept at a minimum, so that even at the low rate, four dividends of 4% have been declared.

For example, loans up to \$100 can be made with no security other than one's own note and credit reputation. A loan of \$100 can be paid back in 12 monthly payments, and the cost is only \$4.36.

If the borrower wishes to insure his loan against death and disability, the charge is only 54 cents, so that the total cost is only \$4.90. This insurance is possible because the Fresno credit union is a member of California Credit Union League and Credit Union National Association.

Borrowers are asked to join the organization by buying one membership share at \$5 and paying an entrance fee of 50 cents. This is all that is required to become a full participating member.

New members are impressed with the cooperative nature of the organization and are urged to keep their payments up regularly and promptly and to begin the habit of adding slowly to their own share holdings, so that other teachers may also be

helped. This is the real test of good membership.

The Fresno Teachers Credit Union has had very few delinquent members.

The growth of the group has not been spectacular, but it has been wholesome.

It has established itself as a sound, helpful, professional aid to the teachers of Fresno, and it is expected that eventually nearly all of them will become members.

* * *

Richard Ford, editor, *The Maderan*, newspaper of Madera Union High School, recently won honorable mention in news-writing contest, University of California Press Convention, and also first prize in news-writing contest, Fresno State College convention for San Joaquin Valley high schools. Arthur Sarna is faculty advisor for *The Maderan*.

* * *

International Relations Institute, Whittier College campus, June 28-July 8, offers academic credit, acceptable in California toward issuance or renewal of teaching credentials. Many teachers have already registered. The faculty lists Dr. Dexter, a State Department official, a League of Nations secretary, an English scientist, a Latin American scholar, and others.

(For further news items see Page 33)

* * *

A Viking Program

A VIKING Program of much merit was given recently at Lompoc Elementary School, Santa Barbara County, by the children of the third grade under direction of Miss Aaney Olson, teacher.

The program included dramatizations, Norwegian Home, Sif's Golden Hair, Viking Ships, Norwegian folk-dance and Dance of the Vikings and Valkyries.

After the program the children served the guests coffee and Scaninavian pastries they had made as a part of the project.

The accompanying picture shows Best-mom the Grandmother, played by Eleanor Bailey, in the Norwegian Home drama.



N.E.A. Department of Classroom Teachers will hold its Annual Tea, sponsored by Oakland Teachers Association, Concert Room, Palace Hotel, Sunday, July 2, 5 to 7 p.m. National officers of the Department will be guests of honor. All classroom teachers and others interested are cordially invited to attend.

C. T. A. Classroom Teachers Department North Coast Section

*Mrs. Alma Thompson, Teacher; Ferndale Elementary School, Humboldt County;
President, C.T.A. Classroom Teachers Department, North Coast Section*

A RESOLUTION from this group requesting a full-time Health Unit for Humboldt County has been sent to the Humboldt County Health Committee.

Student Representation

The Humboldt County group have been very happy to have representative members of the Student-Teachers organization from Humboldt State College present and taking an active part in both of our meetings. We feel this is not only beneficial to these young people but our organization as well.

Mendocino Group

A meeting of the teachers of Mendocino County Group was held at Palace Hotel, Ukiah, March 25.

With regret we accepted the resignation of Mrs. Neil McClure as secretary-treasurer. Mrs. McClure resigned in favor of some person located near the president, thus making it less difficult for the president and secretary to consult each other on business of the organization. A vote of thanks was given to Mrs. McClure for her long period of service as secretary-treasurer.

Ernestine Clendenen of Fortuna was appointed secretary-treasurer to fill the vacancy by the resignation of Mrs. Neil McClure.

The questions of group insurance, immaturity of children entering school, and the lack of uniformity in teaching beginning reading throughout the state, were discussed.

The Mendocino and Humboldt units voted to have two meetings a year in their respective counties; one to be held in March and one in October. These will be in addition to our regular meeting, held at our joint Institute.

The Classroom Division

California Teachers Association North Coast Section is an active organization, holding meetings organized under county groups. Two of these meetings have been held in Humboldt County and one in Mendocino. Saturday, May 6, the Trinity County

teachers held a Classroom Department meeting in conjunction with their annual teachers meeting held at Hayfork.

The president of the North Coast section found the meetings were attended better if the distance was shortened for the teachers to travel in attending, so the Section has been divided into County Units with a general meeting held at the annual Institute. The minutes of the groups not present are read and discussed, thus keeping the whole Section informed as to the business discussed in each group. Many local problems common to the different counties have been taken up for study.

Humboldt Group

The Humboldt County group held their first meeting at the Eureka Inn, November 19. As this was our first unit group meeting, Dr. Vernon Tolle of Humboldt State College gave an interesting talk on the relationships of National Education Association and California Teachers Association. We are in hopes this will be an incentive for a greater attendance from our membership at the National Education Association convention in San Francisco.

Home for Aged Teachers

A discussion in regard to establishing a home for the aged and needy teachers was discussed at some length. At present the North Coast Section maintains a fund for needy teachers. This fund has only been drawn upon once. The teachers present favored an increased retirement salary which would make a home unnecessary.

Sick-Leave

After careful study the Sick-Leave Committee found that very few schools in our section grant sick-leave, even though such may be given according to the school law: A resolution was passed and Leno Male was appointed by President Alma Thompson to bring this matter to the attention of our school trustees at their annual meet-

ing and request that it be adopted county-wide.

Equalization of Salaries

The question of equalization of salaries for the same degree of work was discussed at some length. A committee was appointed for further investigation and report. We hope to carry this work on under direction of Albert Colton, president of the Bay Section.

* * *

How to Detect and Analyze Propaganda, by Clyde R. Miller, is a *Town Hall* pamphlet by the Town Hall, 123 W. 43rd Street, New York City, price 25 cents. The Town Hall pamphlets are reprints of popular lectures on important public questions originally presented by Town Hall.

Every week the full program of America's Town Meeting of the Air is published in magazine form by Columbia University Press and entitled *Town Meeting*; price 10 cents each. These two sets of bulletins are of great interest and value to teachers everywhere.

* * *

Delta Phi Upsilon

Clarice E. Dechent, Teacher, Gonzales, Monterey County; Member, Epsilon Chapter.

DELTA Phi Upsilon members of San Francisco will play hostess to fraternity sisters from many parts of the United States at the annual convention on June 26-28. Well-known speakers have been invited to discuss various topics of interest to the group. In addition to the program of talks on early childhood education, several dinners and luncheons have been planned.

Elizabeth Bruns is serving as convention chairman. She is being actively assisted by the officers of the San Francisco chapter: Marie Urrere-Pon, Barbara Heim, Elizabeth Maffei, Jean Brown, Lorna Olsen, and Mrs. Lois Rake Haynes.

The fraternity was founded in 1923 at Broadoaks Training School in Pasadena, under the direction of Cloyde Duval Daltzell, who felt the need of a fraternal organization for kindergarten and primary teachers.

At present, the chapters are compiling an extensive bibliography, under the Association of Childhood Education, on all early childhood publications; Mary E. Leeper directs this work.

A student loan fund is also maintained, enabling many members to complete their college education or to work for advanced degrees. This is in accordance with the grand council aim that every possible assistance should be made available in order to produce the finest teachers for very young children.

SEA LIFE IN SAN DIEGO

Helen C. Goodell, Teacher, First Grade, Loma Portal School, San Diego

THIS is San Diego calling! The First Grade girls and boys of Loma Portal School want to tell you about the good time they have had exploring the beaches. As you know, we have an unusual opportunity to become familiar with the characteristics, habits and classifications of sea life because our beaches are so accessible.

In our Science Class we were making a new aquarium for our goldfish. One of the boys brought some shells to put on the bottom of the aquarium. They were so pretty and unusual we asked where he found them. He told us he collected them last year in Samoa.

Next day he brought a big pink Conch Shell, and we listened to the ocean in it. We wondered if we had any shells on our beaches like the Samoan shells. Lovely poems and stories were read to the children. Beach Comber Bobbie was a favorite.

Finally we decided to go to the beach and see what we could find. We divided the class into 5 groups of 8 each. One day after school the first group journeyed forth in a car to Ocean Beach. When we were a few yards from the water we stopped for quiet observation. We listened to the sounds, and watched the waves. As we approached the water, we discovered the sand was wet. There were many birds and gulls about but we couldn't find any shells, so we put some sand in our pails and went home.

The next day we told the other children about our trip and wondered why there weren't any shells. One of the children said, "Was the tide high or low?" We didn't know what the tide was, or why that should matter, but we read about tides in our book, *Green Gate to the Sea*, and learned it was better to look for shells at low tide.

We read too what sand was made of, so we brought a magnifying-glass and discovered that it really is broken bits of shell and rock which has been pounded by the waves. Here is a story

we made up and the teacher printed it on a chart:

Swish, swish, boom!
Boom go the waves
Oh what fun to see
What the waves will bring to me.
Will there be some pretty shells?
Swish, swish, boom.

We cut the schedule of tides out of the paper and when an afternoon low tide came, the second group took a trip to Point Loma Light Station. The tide was so far out that we were walking on the floor of the ocean.

At first it looked like a lot of rocks and sand covered with moss, but when we stood still a minute we discovered there were hundreds of shells on the sand and rocks. We became excited because we saw some shells we knew about and started to find others.

Imagine our surprise when we found we had to pull to get the shells! Then we discovered the shells weren't empty but had animals in them. We filled our pails with salt water and put in our shells, live starfish and sea rabbits.

We could hardly wait to go to school the next day to show the other children and tell them about our experiences. We put our specimens in shallow pans and glass containers so we could watch them.

Everyone wanted to know the name of the funny-looking animal that had a butterfly shell on its back, so we sent to the visual education department for their reference collections. We found our Chiton

Crater Lake

Iantha A. Cooke, Oakland

ACHIPMUNK on a crater's rim
A friendly chipmunk was to him

As it had always been before.
Feeding peanuts from a sack,
Nature's wonders at his back,
Unplumbed depths of deepest blue,
Circling cliffs of every hue,

Feeding chipmunks from his hand —
Something he could understand.

and many others we had collected. The Visual Education cases gave us an idea, so we cleaned our shells and arranged them in boxes filled with cotton. We dried the starfish and seaweed and mounted it.

The next group of children went to La Jolla, where we found a rocky shore with tide pools filled with shells, anemones and crabs. One of the boys said we were looking into fairyland as we sat on the edge of the pools. We filled our pails with shells and walked down the beach to find the rocky shore stopped and the long sandy beach began. Here we saw the footprints of Gray Gull, whom we knew about because we read about him in the *Burgess Sea Shore Book*.

By this time the number and variety of shells collected was amazing. Everyone wanted to have collections of their own, besides the ones we made together. Finally we brought cardboard boxes, painted them and glued in our shells to make a permanent collection. We always wanted to know the names of the shells, so we fixed a table with several reference-books where we could look up our shells. When we found a picture of our shell in the book, we showed it to the teacher and she read the name for us. Then we decided to label each shell with a small typewritten card. When we finished a box we covered it with cellophane.

A Letter from New Jersey

We received a letter from a First Grade in Cape May, New Jersey, asking us to send some of our shells to add to their shell collection from different parts of the country. The next group collected and mounted shells to send to New Jersey and we are going to ask them to send some to us to see how they differ from ours.

Everyone visited the beach with the teacher after school. We were so interested that we had our mothers and fathers taking us to the beach on week ends. We made pictures of the seashore and sea life. We learned how to slip our paper under seaweed while it was in the water and have it look like fairy lace.

We read stories about how sea animals eat, sleep, and protect themselves. We saw movies and watched a starfish eat a clam by holding on to him until he gave up and opened. We sang songs about the sea. In our rhythms, we were waves, sea urchins, hermit crabs, and seals. Several of the children made up poems. This is one:

Oh you lovely, lovely shell
What have you to tell?
Round and round you curl.
I will hold you to my ear,
Whisper, whisper little shell.

Everyday some of our parents came to school to see our collections. Everyone seemed so interested that we invited the rest of the school to visit our room. Then

our P. T. A. asked us to show our collection at their next meeting, and to tell them what we knew about the sea shore. Everyone in the room had a turn and told about our excursions, the tides, the limpets, the mussels or what ever they wished. We showed some of our pictures and sang some songs. Everyone said they enjoyed our informal program and had learned so much from us.

We think our community merits an important place in our school program. Our excursions helped to:

1. Provide opportunities to work together.
2. Open new avenues of interest and enjoyment.
3. Open the eyes of the children to the wonders and beauties of nature.
4. Lead to the development of individual observation.
5. Give each child an opportunity to work according to his ability.
6. Provide a center of interest for games, handwork, experimentation, and class discussion.

SINCE education takes place through integration of the individual with his environment, excursions help him to make a wide range of contacts. Through these contacts, we can interest the child in a variety of activities within his own environment and help him to adjust himself to a world where natural laws exist. These experiences not only yield direct satisfactions but indirectly, through providing a background for reading, art, and leisure time, they make for happiness.

SAN JACINTO'S PAGEANT

Janet Elizabeth Lingo, Teacher, High First Grade, San Jacinto Elementary School, Riverside County

EVERY Spring to the San Jacinto Valley comes the festive spirit of California's yesterday. As San Jacinto people prepare for the annual Ramona Pageant, there is a reawakening to the consciousness of the vital part this Valley has played in California's making, and the wealth of historic background found here.

In the fall of 1937, in outlining the year's plans, several teachers became impressed with the suggestion that a pageant depicting San Jacinto Valley's part in the California scene would be valuable in preserving much of local historic interest. It was decided that a Fiesta would replace the annual outdoor May Day program.

As Spring approached each teacher integrated into her regular program

Wild Sunflowers

Nina Willis Walter, Alhambra, Los Angeles County

BESIDE the road where autos pass
Are only yellowed weeds and grass,
Save in one spot, there stands alone,
For nature's failure, to atone,
A bush where many blooms unfold
Soft petals of the purest gold,
Like little crowns of velvet, spun
To catch the bright rays of the sun.
Though dry and dusty be its field,
The sunflower gives lavish yield.

* * *

A unique and valuable reference book, *Sports of the World* by Louis Trimble, new from the press, contains rules and regulations of sports of every nature. In addition to field and indoor sports, it has sections devoted to fishing, hunting, camping, etc. It is attractively bound with a plaid cloth and is illustrated. The price to schools is \$3.50, and may be procured from Golden Syndicate Publishing Company, 260 South St. Andrews Place, Los Angeles.

* * *

National Music Camp, Interlochen, Michigan, holds its 12th season, June 25-August 20. A beautifully-illustrated, 24-page brochure, entitled *Prelude 1939*, gives an extended account of this internationally-famous musical center.

presented. The setting for the episodes was the patio of the new primary unit, which had been transformed into a ranch house. An added touch of hospitality was to be found in the Open House, held after the program, the first official public showing of the new primary building.

The Indian's simple petitions for rain, warmth, harvest, and protection were portrayed. A 7th grade study of Early California, and a 2nd grade project dealing with Homes, brought each class's part of the program out of regular classroom study. A wiki-up built by the 7th grade provided the Indian background.

Spain Comes North

The coming of Spain to California brought the mission, and primitive ceremonies were replaced by religious ceremonies and church holiday festivities.

From this era of California history was selected a Spanish wedding and the traditional celebrations that followed, with singing and dancing. The appearance of two 5th grade children dancing the Jarabe or Hat Dance was the high spot of this Fiesta.

The rancho period was generously supplied with festivals. From its many joyous occasions, various classes chose to portray a Mexican Christmas, a rodeo and a barbeque.

The discovery of gold! The El Dorado era gave our festival the celebrations from the mining camps—songs, and 1st grade's interpretation in rhythm of the fictional, fantastic Jumping Frogs from Angel's Camp.

The covered-wagon train makes its camp. Those weary travelers found release and strength and laughter in their square dances and songs of the prairie and trail. These, the 8th grade reproduced.

The surprise of the program, the pony express. Its changing point the front of the ranch-house. One rider galloped in, another galloped out. The mail must go through!

The stage-coach, the railroad, the automobile, the airplane, not festivals in themselves, but part of a century climaxed by the Golden Gate International Exposition. The 4th grade chose this great modern California pageant for their finale to our pageant. The "scenery" entered in a rhythm routine. Before this scenery, the children performed an industrial ballet of turning wheels and moving machinery. To retain the typical San Francisco flavor, a tumbling team built a human replica of the bridge, its towers and sloping approaches.

The narration tells us that all this is from "a century of progress past; an era of unseen progress yet to come."

the phase of Valley history her class would present in the Fiesta. In this way each class made its contribution as an outgrowth of a natural classroom situation.

Enthusiastically received by students, teachers, and community, the Fiesta's first appearance foretold its annual return.

The 1939 Fiesta, presented May 5, was a Pageant of California Festivals. It presented California's history as depicted in the celebrations and festivals of California down through the years.

The continuity of the program was supplied by a narrator who carried along the story of California. As each period was unfolded in the story, a festival scene typical of the time was

VISUAL EDUCATION

A VISUAL EDUCATION PROGRAM IN RURAL ELEMENTARY SCHOOLS

Richard L. Davis, Principal, Washington School, Selma; Charles Edgecomb, Superintendent, Selma Schools, Fresno County

MANY principals of small elementary schools, especially those in rural or isolated districts, hesitate to involve themselves in a program of visual education because of the administrative problems and the cost which such a program presents.

It is true that a visual education program requires a good deal of thought, planning, and interest on the part of both teacher and administrator, but we are finding that both the direct and indirect results at Washington School have made our work worthwhile.

Contrary to the belief of many, the initial cost and the subsequent upkeep of a visual education program in the average school district is not at all prohibitive.

The first problem encountered is that of obtaining projection equipment for motion-pictures. There are two types of motion-picture projectors, sound and silent. The beginner in a small school will find that the silent 16-millimeter projector is suitable for his purposes.

The sound equipment, which is of course, more expensive, allows for a much more diversified and extensive program, but is not at all necessary at the start.

Screens of various sizes, qualities, and types may be procured at nominal cost.

We have found that the distributors and manufacturers of projection equipment are very cooperative in making possible the purchase of machines on a time-contract basis.

The next problem is that of arranging for suitable environment in which to show the pictures. We have been able to darken our classrooms for this purpose by hanging curtains of inexpensive monks-cloth on rods of half-inch pipe. Such a project is an excel-

lent one for both boys and girls sewing classes.

Our next concern is that of providing suitable film material for our programs. There are two methods of procuring films. The Y. M. C. A., industrial and manufacturing concerns, United States Forestry Service, National Parks, United States Department of the Interior, and many other private and governmental agencies are willing to extend to schools the free use of a great variety of film in general science, social science, travel, and other fields.

In addition to this service, many of us are of course acquainted with the wide range of visual material which may be rented at nominal cost from commercial film-rental agencies and through University of California Extension Service, Berkeley. A worthwhile visual education program in any elementary school can be carried forward with very little expenditure for suitable film material.

In our school we have the policy of holding a regular Thursday assembly during which some phase of student activity in music or dramatics is presented, along with the showing of one or more reels of educational film.

In addition to this we have inaugurated the custom of inviting the upper grades to attend a motion-picture

For English Teachers

FOR the benefit of English teachers attending the N. E. A. convention in San Francisco, the National Council of Teachers of English has planned conferences on English for the afternoons of July 3, 4, and 5. Dr. Angela M. Broening, director of research, Baltimore Public Schools, is general chairman of the programs. Margaret Heaton of George Washington High School, San Francisco, president of California State Association of English Teachers, is local chairman.

program presented after school hours on one afternoon weekly.

In order to assist in liquidating our capital outlay for projection-equipment, we hold a monthly pay-program of motion-pictures at which an admission charge of five cents is made. Our policy at these programs is to present films of outstanding quality and worth which have literary and moral value. We have tried to procure feature pictures which do not conflict with pictures shown at the local theatres.

A Boon to Children

In this way we are able to afford children the opportunity of seeing good motion-pictures which they would otherwise miss, because while many of these are of great artistic, literary, or educational value, they lack the popular appeal which is necessary for their billing at regular theatres.

By showing such pictures as *Legend of Sleepy Hollow*, *Girl of the Limberlost*, *Drake the Pirate*, *The Crusades*, *The Covered Wagon*, *Lady of the Lake*, *Black Beauty*, and *Uncle Tom's Cabin*, we hope to accomplish some results in raising the standard of pictures which will appeal to children and, in turn, to the public. The cost of renting such a program usually ranges from \$10-14.

OUR teachers are doing their part toward making such programs successful. Prior to the showing of each feature-picture, classes are acquainted with the story and with some of the historical and social background of the setting and time. In the case of *The Legend of Sleepy Hollow* and *Black Beauty*, the stories were read and explained in each class from the 4th grade up. We have found that such a procedure heightens rather than lessens the interest of the pupils in the feature. They look forward to seeing on the screen events and characters about which they have read or heard.

In addition, our teachers have found that this procedure affords an excellent opportunity to motivate oral and written English and stimulates interest in the reading program.

At all of our programs the custom of community singing is one which pupils and teachers alike enjoy. During reel changes, Mabel Bryant, our vocal teacher, leads the pupils in songs with which they have become familiar in their singing classes. It is an excellent way to revive and maintain an interest in folk songs, standard music, and patriotic numbers.

It is sometimes possible to include a good radio program as part of our Thursday

assembly. We have, from time to time, used the first half of the hour as a listening-period for the Standard School Broadcast.

A thoughtful and careful attempt is being made to correlate the motion-picture material used with the subject matter in the curriculum. In this way we hope to arouse greater enthusiasm for and promote a better understanding of many classroom activities.

A Superb Way to Teach

Especially good results are possible in nature-study and social science because of the wealth of fine material available in these fields. Not only is the appreciation of the exceptional child developed by this method. We have found that the retarded pupil gains a greater understanding of many things through the visual medium which he would perhaps fail to get in any other way.

Anyone who has seen some of the pictures now showing in our motion-picture theatres such as those dealing with the life of Abraham Lincoln, the birth of the United States Constitution, the Louisiana Purchase, and other historical subjects, will readily agree that this is a superb way to teach historical and geographic concepts.

We have consistently tried to draw as many pupils as possible into the administration of our visual programs. To this end we have organized a pupil group known as the Washington Service Committee. The personnel of this group is representative of each class from the 4th grade up, the pupils being chosen by their classmates for the honor of serving on the committee.

The duties of the members are to handle the seating arrangements for assemblies and programs, arrange for the darkening of the auditorium or room, assist in the setting up of projection equipment and screen, arrange for placing of the piano or other properties needed for the program, handle the selling and taking of tickets at pay assemblies, and any other duties which may arise. The degree of responsibility placed upon such a committee is only measured by the members' interest and ability. When on duty our pupils wear arm-band insignia of blue and gold stamped Washington Service Committee.

FROM time to time we have found film material which is suitable for the primary grades. When this opportunity presents itself we arrange a short assembly for the lower grades and show one or two reels on animal life, scenery of our National Parks, comedy material or other films understandable by children in the 1st and 2nd grades. Such material is very difficult to find, but if there is a demand for it is only a question of time before film producers sense and prepare more visual material on a graded level, suitable to our purposes and to our curriculum.

Some results, which come as by-products

of an effort to put over a plan of visual education involving pupil-participation, are as interesting as the direct outcomes in educational growth. We have already observed a greater interest on the part of many pupils in reading the stories and acquainting themselves with authors whose stories are being made into pictures.

Many children are already reading *The Knights of the Round Table*, after being told that Hollywood is making the story into a motion-picture. In this way we are often able to introduce pupils to authors and literary works which they would otherwise not know.

Our programs have given us an admirable opportunity to teach the children how to conduct themselves in an audience situation, how to applaud to show appreciation, and how to respect the rights of others in the audience. This opportunity had led to a greater degree of courtesy throughout our entire school program.

The use and care of expensive equipment has brought the pupils to realize the necessity of thinking about property values. Several boys have appointed themselves caretakers of the wiring and machine while children are moving in and out of our auditorium. They are anxious to help and cheerfully steer little youngsters around the machine and assist in keeping them from stepping on the wiring.

Results are Excellent

Even if our motion-picture program did little else but provide us with the opportunity of setting the stage for the learning of some of these attitudes, we feel that our time and effort is well spent.

If we can teach our pupils how to conduct themselves in the local neighborhood theatre at the Saturday afternoon matinee and at other public performances, to respect the rights of others, to behave courteously and with consideration in a crowd, our motion picture assemblies serve a good purpose.

But, in addition to these concomitant learnings we know that we are using the medium of the motion picture to enrich the curriculum and to arouse and maintain the child's interest in a great variety of subjects.

We are teaching facts, attitudes and appreciations in the fields of science, geography, history, industry, literature, and a host of other subjects; we are teaching it in a way which the child enjoys.

Many rural school children could very well find school programs their best form of entertainment. Perhaps in some rural communities night programs for adults would prove educational, entertaining, and profitable and would serve to acquaint people with some of the work the schools are doing and bring some otherwise uninterested persons inside school buildings.

The school administrator who has the

use of motion-picture projection equipment will find many chances to be of service to his community. He will find that Boy Scout groups, service clubs, 4-H Clubs, and other organizations will be anxious to seek his help in bringing motion-pictures to their meetings. The many opportunities to use this method of bringing the schools and the public closer together cannot be overlooked.

IN many communities the willingness of the school to bring to both adults and children a good motion-picture program may be the only way in which this type of education and entertainment will each reach them.

Certainly it is our responsibility to do what we can to bring motion-pictures to areas of this type where it is at all possible.

Certainly it is our responsibility to teach the child in the rural area to discriminate in his choice of motion-picture entertainment.

* * *

Educational Press Association of America has issued its 15th yearbook, a classified list of periodicals, covering more than 500 educational magazines under 43 classifications; price 50 cents. Address, Educational Press Association of America, 1201 Sixteenth Street, N. W., Washington, D. C.

* * *

Tests for Personality

THE dream of educators to find a method of scientifically charting personality in children as a means of increasing efficiency in the nation's teaching program, has been realized as the result of research activities of three Los Angeles instructors.

Co-authors of the new plan, Dr. Ernest W. Tiegs and Dr. Louis P. Thorpe, of University of Southern California, together with Willis W. Clark, director of administrative research for Los Angeles County Schools, have published the first of their findings as the California Test of Personality. (California Test Bureau, Los Angeles; \$1 per set of 25.)

"To develop normal, happy and socially effective personalities in children, a 'profile' of each case is taken," explained Dr. Tiegs. "This reveals the extent of adjustment or maladjustment and includes 144 questions that require but 45 minutes."

The plan, resulting from studies of 1500 situations, is based on finding out what the child believes and how he feels toward situations rather than attempting to test his abilities or skills, say the educators. To take the child's personality apart for analysis, the instructor first wants to know how he regards himself, what his reactions are to friends and family and what he thinks about the 144 situations asked in the questionnaire. "His feeling habits" are of first importance, believe the authors.

Fletcher Harper Swift, professor of education, University of California, Berkeley, internationally recognized in the field of the financing of public education, has written his fourth volume on European policies of financing public educational institutions, an exhaustive research monograph.

This volume deals with Germany. Preceding volumes covered France, Czechoslovakia and Austria, and were published as parts 1, 2 and 3 of the present series. The fifth volume of the series will deal with England.

From University of California Press, this scholarly monograph of 350 pages, with 91 tables and charts, is of great current interest and of enduring value.

California Teachers Association provides its members placement service at nominal cost. Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

ADMINISTRATIVE CONFERENCE

Marie E. Larson, Dean of Girls, Chino Junior-Senior High School; Leonard F. Collins, Principal; San Bernardino County

FIRMLY believing that "in a multitude of counselors there is wisdom," the Chino district superintendent of schools, and thereby principal of the high school, meets with his four other administrative officers one morning each week to discuss and seek solutions to problems which confront the faculty and student-body.

To this weekly conference the dean of the faculty brings his problems of curriculum adjustment; the vice-principal his problem-child studies and athletic-league-schedule consultations; the dean of girls the social program arranged for the cultural development of the individual girl and the group, and the dean of boys similar problems related to boys, and problems of incomplete work.

Excellent ideas are here developed for the improvement of the student and the school. Already this year, a revised schedule has emerged, making it possible, with the usual limited staffs of the union high school, for all students to elect music, art or vocational subjects and still complete a college entrance course of study.

A unified school-fire-drill report was developed by the group, which makes it possible for each teacher to check on results of the drill, immediately upon return to the

classroom, with a minimum expenditure of time (one or two minutes).

A course-of-study outline and form was produced, after much analysis and revision, which may be used uniformly by all departments, and yet allows for the variations which one expects to find in the separate departments of a secondary school system.

From time to time members of a specific department (i. e. social science, English) meet with the administrative group to discuss their problems and to seek revision in teacher's schedules or class hours which will improve the department.

Minor, yet important, details such as current-event-magazine schedules are simplified and made workable by the adjustment of orders and distribution, when the need is made apparent to the administration.

Problems which the individual teacher frequently hesitates to bring before the principal or superintendent, or situations where the cooperation of the girls and boys counselors is of prime importance are brought to light without delay, when members of the administrative conference present the problems which they have noted or upon which other members of the faculty have requested assistance.

This cooperative thinking and planning makes it possible to conduct the school academic and extra-curricular program both wisely and well, to the best advantage of the students and faculty, without personal disturbance or unnecessary impairment of program.

Members of National Education Association

ALTHOUGH California has not yet attained a place on the Victory Honor Roll, our membership surpassed the 1938 total. I wish to take this opportunity to express my appreciation for your help and cooperation.

The coming convention of this great organization in San Francisco, July 2-6, will give the California members an opportunity to participate in its activities.

I trust that many of you will be in attendance.—*Helen F. Holt, N.E.A. State Director.*

Tragedy of the Redwoods, an editorial in the Argonaut, is reprinted and distributed by Save-the-Redwoods League, 219 California Hall, Berkeley. An illustrated leaflet, Shall it be this?, showing destruction and conservation of Redwoods, is also of interest to California teachers and pupils.

Newton B. Drury is secretary of the League which has as its objects, 1. To rescue from destruction representative areas of our primeval forests. 2. To cooperate with California State Park Commission, and other agencies, in establishing redwood parks and other parks and reservations. 3. To purchase redwood groves by private subscription. 4. To cooperate with California State Highway Commission, and other agencies, in assuring the preservation of the trees and of the roadside beauty along highways in California. 5. To support reforestation and conservation of our forest areas.

* * *

San Luis Obispo School Review, now in its 5th year, is an attractive, 4-page newspaper, issued in connection with the annual observance of Public Schools Week there. Editor is J. Paul Hylton, principal, Fremont Elementary School. C. E. Teach, city superintendent, is editorial advisor. Robert L. Bird, county superintendent of schools, is a veteran member, Board of Directors, California Teachers Association.

* * *

Educational Trends in Latin America, number 2, by Ernesto Galarza, a mimeographed bulletin of 36 pages, is published by Division of Intellectual Cooperation, Pan American Union, Washington, D. C. This bulletin, second in the series, covers the period between spring of 1937 and summer of 1938.

* * *

Youth's Digest, a magazine for young people, in the general style of Reader's Digest, is edited by James Elliott Mooney, with offices at 1104 Drexel Avenue, Drexel Hill, Pennsylvania. The magazine has launched a nation-wide essay contest, based on youth's interest in aviation, and continuing throughout the summer.

A MADERA COUNTY SCHOOL

*Erwin A. Decker, Teacher, San Joaquin Experimental Range School, Madera County;
Past-President California Student-Teachers Association*

IN California are groups of young men, ranging in age from 17 to 23 years, who have been sadly neglected in the fundamental basis of a sound education. I refer to members of the Civilian Conservation Corps, having over 50 camps in this state and surpassing the 10,000 mark in total state enrollment.

Distributed throughout California, these camps, in most instances, are thoroughly isolated, being for the major part some 20 or 30 miles from the nearest sizable community. The result is stagnation as far as educational advancement is concerned.

The C.C. Corps was established some six years ago by executive order as an emergency means to rehabilitate the youth of America, including those who were independent but finding it difficult to earn a livelihood in the throes of depression, those who came from suffering homes, and those who, disliking school or unable to finance further education, found the idea of outdoor life an enticing invitation.

Beginning as a temporary and emergency measure, the C.C.C. bids well to become permanent, due to the work of its members in soil-conservation, road-maintenance, forest-preservation and fire-prevention.

Millions of dollars have been spent in payrolls and camp construction. Today C.C.C. standards of living, discipline and accomplishment are as high as those of the regular Army.

The C.C.C. is no longer a temporary project, but is a business and is on the road to becoming a necessity. Work programs for the corps have been prepared for the next hundred years.

In due time, after the establishment of these camps, it was realized by the army officers in charge, that the boys, for the most part, were severely handicapped in regards to education. Some couldn't even read or write.

The result was that the State Department of Education, in cooperation

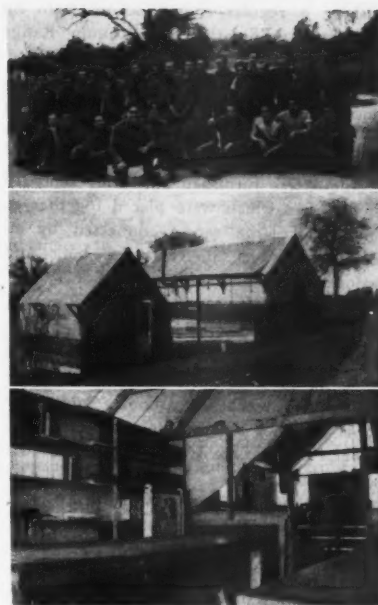
with the C.C.C. staff, placed educational advisors in most of the camps throughout California, there being some 50 camps, each having about 180 boys. Most instruction was "practical", that is, vocational. Courses were offered along woodworking, sheet-metal, building, art, music, and other occupational lines. The results were that in some instances the work was beyond the aptitude capacity of the enrollees. The project, however, was successful, for it taught tradework and in many cases gained employment for individuals when they left the camps at the completion of their enlistments.

The young men in these camps, as is natural under the circumstances, did not always respond rapidly to these opportunities, for various reasons; some, because the camp schools could not grant regular diplomas of completion and some because the group-work was beyond their ability to understand and the facilities were not conducive to individual instruction. Only recently have the young mens past education and background have been taken into serious consideration and camp education begun "where past education left off".

This problem is acute throughout the United States. Up to the beginning of 1939 a total of over 2,700,000 boys had enrolled in the C.C.C. since its inauguration six years ago.

California in particular is vitally affected, due to the fact that its locality and abundance of natural forest makes it one of the important C.C.C. centers. The result is that in certain sections of the state there are many per-

N.E.A. Department of Home Economics plans an important series of meetings July 2-6 including a tea at Stephens Union, University of California campus, July 2, with California Home Economics Association, Bay Section, as hostesses; and a banquet, July 5, Palace Hotel. Maude Murchie, State Department of Education, is program chairman; Maye Maloney of San Francisco is member of the publicity committee.



Top—Our 37 CCC young men. Center—Our schoolhouse, two Army tents. Bottom—Our schoolrooms.

manent camps and the enrollees remain in these areas for periods of six months or more. In the Fresno district alone there were at the conclusion of last year, camps containing 5,500 boys.

The opportunity is quite apparent for some excellent work with these underprivileged. All that is needed are certified teachers who have ability and authority, not only of instructing, but also of promoting and graduating in an established school system.

AN example of what can be done exists in Madera County. The Federal Department of Agriculture maintains an experimental range 25 miles east of the town of Madera. Here, on this 4700 acre ranch, soil-conservation experts, biologists, forest rangers, etc., carry on numerous experiments, the results of which are published to aid the farmers.

Assigned to this area to carry on maintenance work are 37 C.C.C. young men, just an average group as to education, age and background. During a visit last January, to this experimental range, Howard L. Rowe, Madera County Superintendent of Schools, became interested in these young men, having known many of them who had received what education they possessed in Madera County.

Mr. Rowe talked to them. They were heartily enthusiastic over the idea of estab-

lishing a regular county school right on the ranch. So the San Joaquin Range School was established.

I was employed by Mr. Rowe as the instructor. The first week's work consisted of completing a schoolhouse, testing the boys and preparing the curriculum. C.C.C. headquarters furnished two army tents 14 by 16 feet which were placed together to make two large rooms connected by an open doorway. Shelves were built and wooden floors and sides installed.

This being a cooperative enterprise in which Madera County took the initial step, three agencies contributed to the physical make-up of the school. The county furnished the teacher, textbooks, and classroom supplies such as pencils, pens, ink, paper, etc. The C.C.C. furnished the schoolhouse, tables, benches, etc. The Madera County Library established a branch in the school, consisting of some 250 books, as well as furnishing maps, primer charts, etc. This library justified itself almost immediately, for in the first complete month after its installation, the 37 boys drew out 118 books, plus more than 50 magazines, for an average of better than three recreational reading-books per person.

Only one enrollee had ever reached college; he had only completed his freshman year. Only three boys graduated from high school; 20 had completed junior high school; 3 of the others had finished the 8th grade. The rest completed schooling ranging from the 2nd through the 7th grades. One youth was 24 years of age and couldn't read 1st grade material. Two boys couldn't read 3rd grade texts. One fairly intelligent lad was an extreme stuffer and refused to read aloud.

Grade Placement

After testing was completed, the big job was to arrange the curriculum and place the boys in grades for each subject. The problem of time was also important, as the enrollees worked all day, rising at 6:00 a.m., breakfast at 7:00 and work until 4:00 p.m. excluding one hour for lunch. Supper was served at 5:00 p.m.

For their work the lads received room and board, \$5 a month spending money, and \$25 more which is sent directly to their various homes. As a result of this schedule, it was decided to open school for two hours a night from 6:00 p.m. to 8:00 p.m. for four nights a week, leaving Friday nights for individual instruction and guidance.

BIGGEST problem of all was the actual placement of the lads in groups so that the school could function to advantage. Having a range in capability from illiteracy to college level work presented quite a difficulty, but this was overcome by having two

ATTENTION DELEGATES

NATIONAL EDUCATION ASSOCIATION CONVENTION

Helen F. Holt, N.E.A. State Director for California; Teacher, Alameda

BUSINESS meeting of the California delegates will be held Monday morning, — July 3, — 8 o'clock, Larkin Hall, Civic Auditorium, San Francisco.

All delegates are requested to be present. Problems confronting the Delegate Assembly will be discussed. The State Director will be nominated. Members for Necrology, Resolutions and Credential Committees will be elected.

The following committee has been appointed to receive nominations and present candidates for these offices:

Chairman, Louise Beyer, president, Berkeley Teachers Association; James N. Gardner, Sacramento, president, C.T.A. Northern Section; Clyde Quick, Chowchilla, president, C.T.A. Central Section Classroom Teachers Department; Mary Virginia Morris, first vice-president, Los Angeles Elementary Teachers Club; Ida May Lovejoy, San Diego, vice-president, California Teachers Association.

The committee will meet in the California headquarters, Palace Hotel, Sunday evening, July 2, 7 o'clock. All nominations should be sent to the chairman, Louise Beyer, Hotel Durant, Berkeley, before July 2.

I suggest that all delegates carefully read the May issue of the N.E.A. Journal. It carries an outline of convention activities.

one-hour periods each night, i.e., Mondays, arithmetic and spelling, Tuesdays, social studies and English, etc.

For each subject the class was divided into three groups, those capable of 8th grade work or better for history, grammar or whatever the subject might be were in the first group. Those doing 5th through 7th grade work were in the second group. The remainder were in the third group.

All that was necessary to do was to announce the subject and the young men would form their groups, each group having its own table and portable black-board. This method allowed for individual and collective instruction, as different texts were used for each group and seldom were there more than ten boys in each division.

The young men were not coerced to enroll. There are no county nor state laws requiring attendance. In spite of this the average nightly attendance for February was 28.4 and for March 27.2; all this in view of the fact that of the total 37 enrollees there were always two cooks, two boys on kitchen duty, and two working in some other capacity making it impossible for them to attend the regular sessions. Taking this into consideration 28.4 average nightly attendance compares very well with 31 possible attendees.

Regarding the degree of actual learning taking place, it is to be noted that due to the maturity and interest of the students, the amount and rate of learning in the fundamental subjects such as reading, writing, and arithmetic was comparatively high.

Of especial interest and satisfaction was the progress made in one month by the youth who previously couldn't read primers. He was perfectly willing to begin with the common pre-primers of the "Dick and Jane" type. After 30 days of individual and group instruction he could read 3rd grade material with complete comprehension. His handwriting improved from the non-readable stage to that of an average 5th grade pupil.

Not only is this field wide open for education on an academic plane, but also in vocational guidance and social adjustment. Some of the young men on this experimental range not only keep up with their regular schoolwork, but are also taking university and high school vocational correspondence courses. In the social field the opportunities are manifold in sports, dramatics, music, journalism, etc.

TO summarize briefly, it would be safe to say that distributed freely throughout California there are two or three student bodies of about 180 young men each in every county.

Already concentrated in one area, living and working in isolation from outside influence and of an age where fundamental education is wanted and needed, the opportunity presents itself on a silver platter.

To those county superintendents who are definitely interested in the education of the under-privileged, I may urgently say, "The situation will bear investigation."

Statewide News

(Continued from Page 24)

Central Coast Section

Marjorie Dunlap, Watsonville

CENTRAL Coast Section will cooperate with the State Department and other Sections which will hold their institutes in November of this year is providing speakers for the conventions. They will bring to the Coast Dr. Eldridge McSwain, associate professor of education, Northwestern University, and Dr. Roma Gans, associate professor, Teachers College, Columbia University.

Dad's Club of Gault Elementary School, Santa Cruz, plans a dedication ceremony in June for a summer camp site for the Camp Fire Girls of the school. The property was donated by Fred Hihn and improved by the men's organization.

The 7th annual model airplane contest, sponsored by Santa Cruz American Legion and Mission Hill Junior Aviation Club, was held at Santa Cruz Airport on May 28, and attended by pupils from nearby communities.

Edith Boasso, teacher in Mission Hill Elementary School, Santa Cruz, and the night school, was married recently to Dr. Julian Jacobson at a ceremony performed at the historic Carmel Mission.

Library classes of Lincoln Elementary school, Salinas, are learning to use reference-books in the library. At the end of the 6th grade they can use correctly encyclopedias, dictionaries, card-catalogs, and almanacs and understood the Dewey Decimal system of arranging books. A series of tentative tests prepared by a committee of California School Library Association are given at the beginning of the 6th year to show what each child needs to learn for effective use of library materials.

Mrs. Elmarie H. Dyke, of Pacific Grove, first vice-president of California School Supervisors Association and president of the Central Coast Section, was hostess recently to two luncheon meetings. Those in attendance were supervisors and superintendents from this section and are working on the Educational Principles Committee. The chairman of this group is Al Rhodes of San Luis Obispo. Those serving on the committee are: Ethel Higgins, Atascadero; C. Russell Hoyt, San Luis Obispo; Mina Lee and Roy Simpson, Santa Cruz; Lila Melendy and Anna Forbes, Hollister; Alton Scott, San Juan; J. Russell Croad, Monterey; and Elmarie H. Dyke, Pacific Grove.

King City Union High School opened its new \$172,000 auditorium for inspection one day last month. This building is one of the best of its type on the Pacific Coast. It is in modern style architecture, made of

concrete to look like wood. It is decorated with murals depicting the progress of drama. It is fitted with modern dressing-rooms, projection-rooms, inside ventilation, indirect lighting, telephones, and all types of stage-lighting facilities.

Monterey Elementary Schools have substituted for the traditional graduating exercises a pageant, in 12 tableaux explained by a reader, showing periods of California and Monterey history. Appropriate music and lighting add a dramatic atmosphere.

As part of public schools week, girls in the four upper grades of San Juan School gave a fashion show for their parents, modeling articles made in sewing class.

The children of the six schools in Atascadero High School District gathered on the lawns of the high school for a colorful May Day Festival, under the direction of Mrs. George Stewart, who wrote the pageant. The cast included Jack Frost, fairies, sprites, and Lady Spring, who crowned the May Queen. The colorful costumes, the music, and the setting presented a never-to-be-forgotten picture, see Page 37.

Watsonville High School's Class of 1939 considers itself very fortunate to have obtained Dr. Henry Neumann as a Commencement speaker. Dr. Neumann is head of the Brooklyn Society for Ethical Culture, and will speak in Watsonville on June 8. He will deliver commencement addresses at

Fresno State College and Bakersfield Junior College on June 9.

Watsonville elementary teachers are continuing their work in curriculum revision under Dr. Bent of San Jose State College. This work is carried on as part of the extension program of San Jose and University of California, and will continue during the next year. Some of the findings in social studies and language arts are sufficiently advanced to be formulated and put to a trial usage next year.

Watsonville High School has had such marked success with its freshman course in Social Living that three new sections have been added for next year. The curriculum committee is endeavoring in these classes to combine the fine tradition and high standards of academic attainment of the former courses with a fitting of their offerings to the living boy and girl. This course embodies the old Freshman English, Ancient History, and also includes current events, personality problems, and a general adjustment to high school life.

Evening School News

"Yes, it happened here this week!" With that theme, "This week on Main Street," weekly 15-minute broadcast of the oral expression class of Watsonville Evening High School goes on the air. The class of 20

UNIT STUDIES IN American Problems

Two new pamphlets developed and tried out under the auspices of the Committee on Experimental Units of the North Central Association of Colleges and Secondary Schools

WHY TAXES

What They Buy for Us

By Edward August Krug. A realistic picture of taxation as it functions through the various taxing units. Presenting taxation as a venture in applied democracy, it makes the student think about how tax money is raised, for what it is spent, and whether the procedures used in raising and spending it are best. The subject is directly related to the student's own community through projects, problems, and suggestions. Objective Tests available

CIVIL SERVICE

Our Government as an Employer

By Chester C. Carrothers. Up-to-date facts about our civil service as it is today, its problems, and its progress. Organized to induce the student to form his own conclusions as to whether our civil service is functioning in the interests of democracy and whether it offers a useful and satisfying vocation. Objective Tests available. Both pamphlets are illustrated.

Ginn and Company

45 SECOND STREET

SAN FRANCISCO

meets once a week at Radio Station KHUB for practice in speaking and planning of their program, which follows the March of Time style. Under Jack McDowell, George-Deen coordinator, the class is attracting more and more interest among participants and listeners.

Dramateurs, an organization of the dramatic class at the Santa Cruz night school presented *The Maker of Dreams* at the Recreational Building Theater on Treasure Island, for the Northern California Drama Association's one-act play festival.

Santa Cruz Society for the Hard of Hearing, outgrowth of adult lip reading classes, recently installed its officers at its fourth anniversary meeting. The Santa Cruz Society has the largest per capita membership on the Pacific Coast.

Watsonville Evening High School Americanization and naturalization class, under Mrs. Katherine Banks, recently held a banquet and exercises in honor of 14 of its members who received their citizenship papers; D. L. Hennessey of Berkeley was the speaker. This is the second time the class has honored its new citizens in this way.

(For further news items see Page 36)

* * *

The Nations Today

THIS physical, industrial, and commercial geography by Packard, Sinnott, and Overton, published by Macmillan, large format, 736 pages with over 400 illustrations, and over 70 maps and graphs including 16 colored maps, is organized in 19 large units.

Physical geography is stressed throughout the text and is used as background for the industrial and commercial phases of geography. The stimulating book contains many examples of direct instruction in international relationships. Many opportunities are used to remind citizens of our own country that intolerance and oppression are foreign to the nature of a democracy.

OUR ROMAN BANQUET

*Elizabeth Hoag, Latin Teacher, South Pasadena Senior High School;
Gayle Gibbs, Secretary, Comes Club*

THE aim of the Latin Club of South Pasadena Senior High School in presenting a Roman Banquet annually is to reconstruct as accurately as possible the life of the golden age of Rome.

Ancient customs are carefully observed, special attention being given to details of dress, decoration, and entertainment; the type of food served; and the order of service.

The members of the club gain not only recreation of a wholesome and refreshingly unique sort, but they receive a lasting impression, and animated and realistic picture of classic life, unobtainable through mere academic instruction.

Directed by Elizabeth Hoag, Latin instructor and adviser, members of the Comes Club gather for a typical Roman Banquet. Romans for a night, they clad themselves in the garb of the ancients; the women clothed in stolas, and the men in togas.

Followed by their slaves, the masters enter the triclinium, or dining hall, in a procession. Before the guests can dine, a sacrifice of salt, meal, and pigeon is made by the priests to assure the favor of the gods.

Members of the Virgil class, representing the aristocracy, recline at the center table; students of the Caesar class sit at the two side tables since there is not room enough for all to recline as Romans should.

First year students from South Pasadena Junior High School, under direction of Mrs. Mamie C. Breikreutz, Latin teacher, are the slaves of the upper classmen, serving the food in true Roman style.

Two hundred and twenty students par-

ticipated in the banquet this year, and some 200 parents watched the affair from the sides.

Programs for the banquets are written and directed by students of the Latin department, who write the poetry and take part in the program. The programs include such subjects as selections representing the government of Rome from its founding by Romulus and Remus to the reign of Emperor Augustus; the legacy of Rome, depicting Rome's contribution to government, art, science, law, religion, and a humorous skit presented by the Sophomore class.

This year's theme was Dido's Banquet in honor of the Trojan hero, Aeneas, which showed the fall of Troy and the subsequent wanderings of Aeneas. Dances and tableaux were presented between courses.

Ab Ova ad Mala

As Romans they begin their dinner with eggs for the first course and apples for the last, "ab ova ad mala" corresponding to our "soup to nuts." The second course consists of fish and crackers. Following each course slaves bring in finger bowls, a real necessity as, being true Romans, the students eat with their fingers.

The third course, salad, consists of artichokes, pears or lettuce. The fourth course, which is the meat course, is begun with the bringing in of the boar's head, "bedecked with bays and rosemary." Slaves bringing it into the triclinium, sing the Boar's Head Carol, *Caput Apri Defero*. In addition to the meat, the course includes vegetables and rolls, which are similar to those of the ancient Romans.

Tarts and apples are served for dessert. Before the wine (grapejuice) course, the last and perhaps the most important course in the banquet, the First Consul chooses the Magister Bibendi, who prays that Bacchus, god of wine, favor the banquet with his presence.

While slaves crown their masters with garlands to prevent intoxication, and as the wine is being poured, the guests sing the joyful song, *Ave Vinum*. The First Consul then gives a farewell speech in Latin, and the banquet is closed when guests ask the slaves to bring their sandals.

* * *

Suggestions for organizing a community social hygiene program, a 12-page bulletin issued by American Social Hygiene Association, 50 West Fiftieth Street, New York City; price 10 cents; is of national interest.

Roman Banquet at South Pasadena Senior High School



Wright of El Monte

LLLOYD H. Wright, of El Monte Union High School, Los Angeles County, will celebrate the conclusion of a half-century of teaching by retiring from active school-work at the end of this school year.

He began his teaching in a West Virginia rural school when 17 years old and for the last 30 years of this 50-year period he has been instructor of mathematics in El Monte Union High School.

Mr. Wright prepared for teaching in West Virginia State Normal School and later attended Alfred Holbrook Normal School at Lebanon, Ohio. He believes that he is the only graduate of that noted institution now teaching in California.

After graduation he accepted a position as instructor in a private normal school, in Iowa, following which he obtained his A.B. degree at Simpson College, Indianola, Iowa, where he was also on the teaching staff. From Simpson College he went to teach at a denominational school at Lamar, Iowa, where he remained for six years.

Upon his arrival in California in 1909, he became principal of Savannah Elementary School in Los Angeles County, which is now Muscatel Street School, Rosemead. From this school he joined the teaching corps of Principal E. A. Farrington (now retired) of El Monte Union High School, which he has seen grow in enrollment from 125 to 1800 pupils.

Mr. Wright, who will be 74 years old this coming fall, is physically active and mentally keen. He ascribes his vigorous condition to persistent daily exercise carried forward from his younger days when he was an athlete and to the consistent avoidance of bad habits throughout his life.

Sierra Educational News joins with Mr. Wright's many friends and acquaintances over the State, in wishing him many happy days of leisure and rest after his long and honorable labors in the field of education.

* * *

Future Farmers

REPRESENTATIVES of nearly 9000 Future Farmers of America in California recently held their 11th annual convention, selected 78 outstanding boys for the highest award of "State Farmer," picked the best FFA judges of livestock and other farm products, and elected state officers for the coming year.

Henry House, student-body president at El Centro High School, and present FFA president in the southern California region, was elected state president; Charles Kilgore, Brawley, vice-president; Severa Wilford, Santa Rosa, secretary; Harry Zuercher, Bakersfield, treasurer; and Elliott Waits, Delano, state reporter.

Judging contest winners in three events

will represent California Future Farmers in the national FFA contests at Kansas City in October. The teams of three boys representing a high school chapter, and the contest they won leading to a national final, were Chaffey Union of Ontario, general livestock; Santa Rosa High School, dairy cattle; and Excelsior Union High of Norwalk, poultry.

Winners of the other five contests for which there is no national final were Tranquillity, in Fresno County, dairy products; Placer Union of Auburn, trees; Ceres High in Stanislaus County, agronomy; Placer Union, Auburn, economic entomology; and Santa Rosa, agricultural mechanics.

Atascadero Tour

Five Atascadero High School senior girls recently made a week-end tour of Southern California Colleges in which they were interested. Those visited were Santa Barbara State College, University of California at Los Angeles, Los Angeles City College, Occidental College, and Redlands University. At Redlands the girls spent Saturday, May 5, as guests of the University at their annual open house for high school students. Representatives from over 100 high schools were in attendance. The girls were accompanied by their dean, Miss LaMoille V. Pugh.

Gregg

On Social Education

THE INFLUENCE OF GEOGRAPHY ON OUR ECONOMIC LIFE. By Ridgley and Ekblaw. A 1938 text whose nationally known authorship insures dependable and teachable materials. Approximately a third of the text deals with the necessary physical geography fundamentals. The land surface of the world is divided into sixteen climatic regions as the basis for interpreting economic geography. More than a third of the book is devoted to maps and pictures. A one-semester text for secondary schools.

List Price, \$1.84

ECONOMICS—BASIC PRINCIPLES AND PROBLEMS. By Michels. A secondary school text that brings economic developments and statistics up to recent date. Contains a late treatment of social and business legislation. Deals with all the basic principles of economics, plus chapters on Labor Problems, Labor Legislation, Agricultural Problems, and Social Reform and Recent Legislation. Profusely illustrated with pictures, charts, and simple tables.

List Price, \$1.60

OUR BUSINESS LIFE. By Jones. A thoroughly modern junior business text that reveals the part played by business in our individual lives, and deals with consumer activities and other phases of business. Contains a complete work program that correlates functional arithmetic, business practice, vocabulary development, and penmanship drills. List Prices: Book I, \$1.00; Book II, \$1.00; Complete Course (combines Books I and II), \$1.50.

Write our nearest office for further information.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London Sydney

Statewide News

(Continued from Page 34)

Southern Section

AN interesting curriculum study is being made by a committee of intermediate grade teachers in Long Beach City Schools, who are analyzing influences affecting the speech of children. As one aspect of their study the committee, under leadership of their chairman, Mrs. Enid Hileman, have tabulated the radio programs listened to most frequently by their pupils. In turn the teachers for a time are tuning in on the same programs, that they may better understand these as influences in the lives of the children in their classrooms.

Dedication exercises at the new Yucaipa Junior High School were held in April, formally dedicating the new plant constructed under a P.W.A. grant by the board of trustees of Redlands High School District. The building contains an auditorium which will serve as community center for Yucaipa, and three large modern activity type classrooms.

Colton Union High School is constructing a new science and mathematics unit consisting of four laboratories and three classrooms. The building is of entirely reinforced concrete and of class A construction, and is being built under P.W.A. project. A special feature of this building is the visual education laboratory, a small auditorium fully equipped and seating 120 persons.

Chula Vista Junior High School, with other schools of Sweetwater Union High School District, has recently had completed a very complete intercommunicating public address system. The system permits intercommunication between rooms in the building and the office, from the auditorium to any or all of the rooms, and from one room to another.

Two changes have been made in the supervisory personnel of Glendale Unified School District. Morgan N. Smith, head, Industrial Arts Department, Glendale High School, has been appointed half-time vocational coordinator for the balance of the year. Sherman Miller, instructor at the Junior College, is giving one-third of his time to the development of cooperative activities in distributive industries.

The new manual arts building was recently dedicated at Capistrano Union High School. This is the first unit of the building program now under way at the school from the proceeds of the bond issue and P.W.A. grant, totaling \$112,000 in all. The building contains a machine and auto shop,

N.E.A. Department of Classroom Teachers will hold its Annual Dinner at 6 o'clock Thursday, July 6, Palm Court, Palace Hotel, San Francisco; an attendance of a thousand is anticipated. See also Page 24.

C.T.A. Bay Section Classroom Teachers Department is providing programs, favors, music, and table decorations.

Dinner tickets, \$2.50 each, may be obtained from Wilbur Raisner, 419 Munich Street, San Francisco. Harriet Rose Lawyer, 1151 Shattuck Avenue, Berkeley, is president, Classroom Teachers Department of C.T.A. Bay Section.

a wood-shop, tool-room, paint room and teacher's office.

Orange Elementary School District is sponsoring a new type of general teachers meeting this year. Committees of teachers appointed from various buildings within the system are responsible for a program at monthly teacher meetings. These programs are made up of demonstrations, questions and answers, displays of useful materials, any vital subject that may give the teacher real help in her work. The first meeting dealt with a study of visual aids for primary work, the second with remedial reading in the elementary grades.

An Administrative Council has been formed at Redlands under the leadership of the superintendent of schools. The council meets once each month to consider common problems of mutual interest to all phases of the school system. It is composed of each of the elementary and senior and junior high school principals, the director of elementary education and directors of such special subjects as music, art and health. In addition there is one teacher representative of each of the teaching levels: elementary, junior and senior high school. The City Teachers Club is represented by its president. Among the problems considered by the group in its first meetings have been the calendar for the school year.

* * *

Rural Teachers

ECONOMIC Status of Rural Teachers, by Gaumnitz (bulletin 1937, number 13, United States Office of Education, 65 pages with 17 extensive tables) is one of a series reporting the findings of investigations.

The incomes of rural teachers in many parts of the United States, according to this report, have recently been lower than in many years.

Rising living standards, increased demands for higher educational qualifications, growing needs for genuine and stable leadership in the rural schools, all point to the necessity of making rural teaching economically attractive. The study concerns itself with the whole question of the incomes of rural teachers, with the ways in which these teachers use their incomes, and with their assets and debts.

In Memoriam

Mrs. Helen Elliott Gordon, teacher of Spanish, Roosevelt Junior High School, San Jose, passed away recently after a short illness. Graduate of University of California, Mrs. Gordon taught for short periods at high schools in Merrill, Oregon, and Nevada City, Berkeley, and Mountain View in California. Since 1929 she had been a teacher at Roosevelt School, where she was endeared to students and faculty. Mrs. Gordon was a native Californian, having been born in Chico. Surviving her is a young daughter, Elizabeth, a student at Roosevelt Junior High School.

Elizabeth E. Kelly, age 71, for fifty years a teacher in San Francisco public schools and member of a pioneer family, recently passed away; preceding her retirement, 1938, she was principal of Jefferson Elementary School.

Francis O. Mower, pioneer California educator, several of whose papers have been published in this magazine, and who at the age of 88 continued to attend classes at University of California, recently passed away. Since his retirement six years ago, he divided his time among attending classes, writing, studying and gardening.

Born in Maine, 1851, he graduated from Bates College in 1876. His California teaching career began in 1878 as vice-principal Oakmount Academy, Napa, which was known as California's first secondary school. When Napa High School was organized, 1897, he became the first principal and remained there for more than 10 years. Later he was principal of high schools at Ukiah and Madera.

Mr. Mower was active in numerous educational societies and served as vice-president, C.T.A. Central Section, and president of the Classics Association of the Pacific Coast.

* * *

The American Child, now in its 21st year, published monthly except July, August, and September, by National Child Labor Committee, 419 4th Avenue, New York City, is of interest to all Californians concerned with child welfare. Yearly subscription \$2. Gertrude F. Zimand is editor; Courtenay Dinwiddie is general secretary of the Committee.

Cranson L. Hopkins is chairman—Speakers Bureau, Barristers Club of San Francisco, 614 Financial Center Building, San Francisco, which is prepared to furnish gratuitously to schools, clubs, etc., competent speakers on a wide range of subjects, dealing with various aspects of American life. This service is under auspices of American Bar Association.

* * *

Joe Cagney of Lancaster

W. J. (JOE) CAGNEY, rural field assistant, Los Angeles County schools, and Mrs. Cagney were recently honored at a surprise dinner at the Community Hall, Lancaster, given by all the elementary teachers of the Great Antelope Valley.

Deep appreciation was expressed for the invaluable services rendered to the community by the Cagneys.

Mr. and Mrs. Cagney have made Antelope Valley their home for the last 18 years and have been active in educational, club, social, and church circles. Wherever help has been needed, these good people have been among the first to respond.

That all who know the Cagneys are their loyal friends, was confirmed by this large and enthusiastic gathering in their honor.

* * *

Boy Transiency in America, a compilation of highly significant articles dealing with youth wandering in the United States, by George E. Outland, Santa Barbara State College, a book of 150 pages, issued by Santa Barbara State College Press, comprises 20 chapters on articles prepared by Dr. Outland over a period of some years. His material is authoritative and throws a flood of light upon problems now confronted in practically every school and community.

* * *

Two Macmillan Books

CONSUMER Science, a fusion course in physical science applied to consumer's problems, by Hausrath and Harms, both of Iowa State College, a large illustrated text of over 700 pages, is for senior high school use and is intended primarily for students who do not take the regular courses in physics and chemistry. Its viewpoint is that of the consumer.

Commercial Law, by Dean Thomas S. Kerr, University of Idaho, a high school text of 400 pages, is illustrated with all of the needed legal forms. The problem method is employed. Dean Kerr is president of American Business Law Association, which fosters and standardizes the teaching of business law. His admirable text therefore will be a pattern for the study of business law throughout the country.



May Day Pageant, at Atascadero Union High School grounds, by children of six elementary schools, San Luis Obispo County; Mrs. George Stewart, director; see Page 33.

Make this Summer Count for You

In the Summer Sessions of the University of California, you will share in the advantages which size and scope can give: instruction by a large regular faculty and distinguished educators from leading universities of the world; exceptionally wide choice of courses — 362 at Berkeley, 260 at Los Angeles.

Special lectures, recitals, drama and athletics are among the features enjoyed by Summer Session students. On either campus, opportunities for recreation are numerous. Many points of interest are easily reached — mountains, primeval forests, seaside — besides the advantages of metropolitan centers.

For announcements of courses, address: DEAN OF SUMMER SESSION, University of California, Berkeley; or DEAN OF SUMMER SESSION, University of California at Los Angeles, 405 Hilgard Ave., Los Angeles, California.

UNIVERSITY OF CALIFORNIA SUMMER SESSIONS

BERKELEY and LOS ANGELES

JUNE 26 to AUGUST 4

A READING PROGRAM

RECKONING WITH INDIVIDUAL DIFFERENCES

Hazel Camp, Teacher, Holtville, Imperial County

THIS article presents the method used by one teacher in solving the problem of individual differences, particularly in reading abilities, in a group of 40 5th grade children.

According to test results, the I.Qs. of the group ranged from 60 to 100;¹ the reading abilities from 2.3 to 5.0.² In this distribution, only 12½% of the group tested 5 grade in reading ability when the first test was given.

Conceding that children thus mentally-retarded should have a different curriculum rather than less of any prescribed course of study³ — when this school, like most other small school organizations in California, did not yet provide specific advantages for this class of underprivileged children — grouping in the skills and stressing reading particularly, seemed one practical method of handling the problem.

Inasmuch as most of this group had struggled along without learning to read for 4 or 5 years — some of them having been retained in previous grades, many of them having moved from school to school, it was decided that the maximum time and effort would be given to reading, spelling, and English usage and the minimum time would be given to arithmetic.

Much Elimination

Fractions, decimals, and even long division, except for a very small percentage would be eliminated. Social studies would be given as units with every individual working as he could. Much of the reading for social studies would necessarily have to be done orally by the teacher.⁴

According to this plan, groups based on test findings were arranged: 4 reading groups, 3 spelling groups, and 3 arithmetic groups — with some individual work as well. As the program progressed, individuals would move from group to group according to achievement.

Spelling lists were made up each week from words incorrectly spelled in written work and from words needed in social studies. These lists were checked against the Gates Primary list for the weakest

groups.⁵ It was suggested that the weakest group take only a very limited list of words a week, the middle group a slightly higher number, and the strongest group twenty-five to forty words a week.

All groups were at liberty to take more if they were ambitious but desire to make successive perfect scores on individual graphs kept most of the pupils within their ability. Pupils moved from one group to another according to achievement.

Books for reading were supplied according to abilities and needs and daily typed sheets were provided which covered the reading for the day. These related reading activities ranged from simple questions on the primary level for the weakest group to questions involving more thought for those who tested fifth grade reading ability.

When time permitted, reading activities were checked in school; when time was not available, they were checked out of school and returned for correction. For variety, My Weekly Reader, numbers 2, 3, 4, and 5, were used every week. Pleasure reading books of levels 2-5 were placed in the room library. Library privileges were given to all children in the group. Recognition was given for every book read and reported upon. Children in the weakest group were given credit for reading a book written for the primary level, equal to the credit given the pupils in the strongest group for reading longer stories.

In addition to the 4 reading sections, the group as a whole was given 10 to 15 minutes daily practice in making certain discriminations, overcoming reversal errors, and in clearing other confusions common to poor readers.⁶ This oral work was immediately followed by the entire group's finding from any book chosen, words containing that certain element just presented from the board. A portion of the English period was frequently devoted to this working with words in context. Mimeographed

sheets were made up sometimes of errors noted in oral reading.

Because arithmetic materials are not so abundant as reading materials, organizing the arithmetic was somewhat more difficult. Board work, simple practical problems given orally, and mimeographed practice-sheets superceded the State texts, many of which are still designated according to grade. (Publishers of reading books no longer follow this practice as widely as formerly, of printing school grades on the title pages of their new books and therefore are causing less feeling of inferiority when a pupil is given a reading book below his school grade but which better meets his needs and his ability.)

For 6 months this very formal program of reading was carried on to try to give to these very weak readers some of those skills necessary to good reading. At the end of this time, another form of the same test was given. Results showed that:

Striking Results

1. Those pupils in the strongest 20% of the group averaged a gain of 18 months in reading vocabulary and 18 months in reading comprehension.

2. Those pupils in the middle 60% of the group, averaged a gain of 12 months in vocabulary and 10 months in comprehension.

3. Those pupils in the weakest 20% of the group showed the least gain in both vocabulary and comprehension, due, it was felt to I.Qs. below 79, severe language handicaps, and a long record of absences. Individual gains in this group ranged from 0 to 5 months in vocabulary and from 0 to 7 months in reading comprehension. Plainly, individual daily remedial work was greatly needed by this group.

4. Children in each of the two middle reading groups had read as many pleasure reading books as had children in the strongest group.

5. There was marked improvement in attitudes toward reading, no feeling of discouragement or of failure was apparent, and pupils were reporting on books that they were borrowing from the public library.

IT is felt, therefore, that the final results justified the formal method employed, in that reading skills had increased, the pupils had caught a feeling of individual improvement and success, and a foundation had been laid for better school success where simple reading activities were involved.

1. Otis Quick-Scoring Mental Ability Tests, form A.

2. Progressive Achievement Tests — elementary battery, form A.

3. A Guide to Curriculum Adjustment for Mentally-Retarded Children, compiled and edited by Elise H. Martens, U. S. Office of Education, Washington, D. C., 1936.

4. Teachers Guide to Child Development in the Intermediate Grades, California State Curriculum Commission, '36.

5. A Reading Vocabulary for the Primary Grades, Arthur I. Gates, Bureau of Publications, Teachers College, Columbia University, N.Y.C.

6. Monroe, Marion, Bertie Backus, Remedial Reading, Houghton Mifflin Co., 1936.

7. Teaching the 3 Rs. Gertrude Hildreth.

C.T.A. Honor Schools

School Staffs Enrolled 100% in C.T.A. for 1939. See also lists in previous issues.

North Coast Section

Del Norte County—Lincoln, Mountain, Pine Grove, Rowdy Creek.

Humboldt County—Burr Creek, Field, Fieldbrook, Harris, Honey Dew, Kneeland, Pleasant, Stone Lagoon, Thorn Valley, Trinidad, Williams Creek.

Mendocino County—Anderson Union, Bonita, Con Creek, Island Mountain, Shields, Woods.—*Shirley A. Perry, secretary, C.T.A. North Coast Section.*

Bay Section

Oakland—Chabot, Clawson, Prescott Elementary, Prescott Junior High, and Tompkins.

San Joaquin County—Linden Union High.

Sonoma County—Burnside, Cinnabar, Liberty, Manzanita, Sheridan, Waugh, Wilfred, Wilson, and Windsor.—*Earl G. Gridley, C.T.A. Bay Section.*

* * *

Educational Research Service, maintained by American Association of School Administrators and N.E.A. Research Division, invites subscribers; annual fee \$25.

Many city school departments, county offices, state departments of education, colleges and universities, and other institutions, are subscribers to this valuable service.

Helping subscribers on their local school problems is a major feature of the service; furthermore, approximately 100 different bulletins and books are mailed annually to subscribers.

* * *

Redwood National Forest

GENERAL Federation of Women's Clubs, recently meeting in national council at San Francisco, voted decisive endorsement of the establishment of a Redwood National Forest in the Coast Region of Northern California. It was the only emergency considered by the Council. Mrs. Florence I. Kjarlie, Nevada City, conservation chairman of the General Federation, introduced the resolution.

The proposed Redwood National Forest project has already been approved by the National Forest Reservation Commission, composed of the Secretaries of Agriculture, Interior and War, and two Senators and two Congressmen.

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JUNIOR COLLEGE GUIDANCE

THE USE OF STANDARDIZED TESTS IN GUIDANCE AT THE JUNIOR COLLEGE LEVEL

William L. Roach, Instructor in Psychology, San Mateo Junior College

TESTS have now been developed to the point where they are indispensable in any comprehensive educational and vocational guidance program.

They are instruments of great usefulness in the hands of one who understands their scope and limitations, but when applied blindly and mechanically are capable of doing damage.

No test is infallible. No single test score alone is justification for making a major decision relating to the career of anyone. No tests capable of measuring persistence, originality, initiative and other valuable traits have yet been developed.

However, as a part of the total picture of the individual—including the biographical, physical, occupational, and academic data—test scores are invaluable. They serve as checks and supply unexpected leads.

When properly interpreted they give the student a better understanding of his own characteristics and enable him to make a better choice of his course or career. The information should be presented to the student in such a way that the choice is always his.

While guidance is a major function of education at all levels, the public junior college is an especially strategic point for its application. Many of the students attend only one year. Two-thirds of the students are not going to a university—hence the importance of vocational guidance. The one-third who are going on require just as much, though a different kind of guidance.

The machinery and administration of the guidance program is outside of the scope of this paper. The most usual form is probably the faculty-counselor system under a guidance or personnel director. The writer's purpose is to indicate briefly the nature and usefulness of certain tests applicable to all students. This is based on eight years experience as Research

Director in charge of tests and Instructor in Psychology at San Mateo Junior College. There are logically four categories of tests:

1. General ability or intelligence tests designed to measure capacity to handle abstract and symbolic ideas.
2. Achievement tests which measure specific abilities or knowledge in a limited field, sometimes said to measure ability plus interest.
3. Adjustment or Personality Inventories which aim to measure certain significant traits or habits of response in social situations.
4. Interest Inventories which are used to find the individual's pattern of interests and to interpret it in the vocational field.

An outstanding test in each field will be discussed briefly and certain others indicated.

1. General Intelligence

One of the most widely-used tests of general aptitude is the American Council on Education Psychological Examination known usually as "Thurstone." It is issued in annual additions which are approximately equivalent. The 1936 edition was used by 562 colleges and universities to the extent of 235,000 copies.

The 1938 form is divided into two groups of three tests each. These are: Arithmetic, Analogies and Number Series giving a Q-Score (quantitative); and Completion, Artificial Language and Opposites giving an L-Score (linguistics).

Norms are issued for each of these sections and for the total score. Several categories of norms are also available: public institutions, private institutions, coeducational schools, men's schools, women's schools, four year colleges, junior colleges and teachers colleges. These norms, however, are not complete and available until the spring following the appearance of the test in the fall. This has been the chief drawback to this test. Beginning with the 1919 Form, however, the

test will be prestandardized so that norms will be available at once.

A high score shows ability and speed in handling verbal and other abstract symbols and is thus a test of academic or bookish ability—the kind required in most college courses. Good performance on the English Completion, Artificial Language and Opposites indicates facility with verbal material, while a good score on the Arithmetic, Number Series, and Analogies shows aptitude for science and mathematics.

The total score correlation with college grades is around .50, which is of course far too low for individual guidance when taken alone. The experienced counselor who is familiar with tests and their interpretation finds it an invaluable aid, however, as a part of the total pattern of characteristics of the student. It indicates the possibilities of accomplishment and tends to define more closely the area to be explored, educationally and vocationally.

Avoid Rigidity

The danger to be avoided in the hands of untrained advisors is that of "pigeon holing" the student in any rigid manner. Laggard students who have good scores may well be prodded while those with low scores, when confirmed by other evidence should be steered into courses and vocations not requiring a high order of symbolic or abstract thinking.

Scores in the upper fourth and lower fourth are especially indicative. The motivation of students in taking the test should also be considered. If admission to college or something worth while depends on it better scores will be made than with indifferent motivation.

Other widely used general intelligence tests are: The Thorndike Intelligence Examination, the Ohio University Examination, Otis Self-Administering Test, Pressy Senior Classification Test, Kuhlmann-Anderson Intelligence Test, Henmon-Nelson Test of Mental Ability, the various Revisions of the Army Alpha Examination, and others.

2. Achievement Tests

THESE differ from intelligence tests in that they consist more specifically in the recall of information or the performance of skills presumably learned in the student's educational career. Thus more emphasis is placed on memory and less on thinking.

Probably the best test for use here is the Iowa High School Content Examination. There are four forms available and the norms furnished are made by Iowa High School seniors and by freshmen at the University of Iowa. These are useful but it is necessary for each institution to make its own norms.

The sections of the test are: English (literature and information), mathematics (elementary algebra and plane geometry).

Science (general science), and Social Science (history and civics). This gives a cross section of the well balanced high school course but part scores must be considered due to variations in high school courses presented by students.

Make-up Courses

Remedial or make-up courses may be required to overcome deficiencies but rules should be avoided here and advice must be given in accordance with the educational and vocational goals and possibilities of the student. For example, many students avoid high school mathematics entirely. Unless this knowledge would be needed in junior college courses it would be a waste of time to go back and get it. In cases where students have changed their vocational and educational goals, such procedure may be proper.

It is frequently enlightening to compare the intelligence test score with the achievement score. It gives an insight into the interest and application of the student.

Another test, highly useful in both guidance and the diagnosis of difficulties is the Iowa Silent Reading Test. It is a combination achievement and ability test as it gives a rating on both comprehension and speed. College freshmen are frequently found with reading ability no better than that of the average high school freshman or sophomore. For these students there should be a remedial reading class and in addition they should not be loaded up with courses requiring a great amount of reading.

There are many such failures among college students and without adequate testing the cause is unknown. As an example, 33 college freshmen and sophomores, each of whom received deficiency notices in three courses at mid-semester, were given the reading test. In comprehension they averaged a grade level of 12.6 with a range from below the 9th grade to the 14th. On speed they averaged 11.1 grade with a range of from 8th grade to 14th grade. These cases should be located at entrance and dealt with in such a way as to prevent wholesale failures.

There are many other achievement tests, both batteries and tests of specific fields. Among the latter may be mentioned the Iowa Placement Examinations. On the high school level the Stanford Achievement Test is probably the best.

3. Adjustment and Personality Inventories

Bernreuter's Personality Inventory is a good one in this field. It consists of 125 questions to be answered *yes, no, or uncertain*. The scales give measures of 6 characteristics: emotional stability, self-sufficiency, introversion-extroversion, dominance-submission, confidence in oneself, and sociability. No one will deny the importance of these, granting that they can be measured.

Two uses for these data appear at once:

Their use in occupational guidance and their use in helping to diagnose adjustment and personality problems facing the student at the time. Several studies dealing with the first have been made being attempts to discover personality characteristics associated with success in certain occupations. As an extreme example the salesman and the research worker on the introversion-extroversion scale may be cited.

As for the second function—the correction of personality difficulties—we face two unsettled questions, namely, what characteristics are undesirable and how are they to be changed. This is the field of greatest need in the application of psychology at the present time. The school can not do much of fundamental importance here just now. Extreme cases can be detected and referred to consulting psychologists or psychiatrists.

Personal Efficiency Courses

In some schools, classes in "Personal Efficiency" are operating successfully. These attempt to establish self-confidence in students by teaching them how to do things properly in the field of everyday social contacts and by the correction of minor personal peculiarities which seem to be detrimental. A good start has been made in this field but more effective use must wait on further research.

Some other inventories in this field are: Bell, Adjustment Inventory; Symonds, Adjustment Questionnaire; Willoughby, Clark Revision of the Thurstone Personality

Schedule; Link, Inventory of Activities and Interests.

4. Interest Inventories

THE test best worked out in this field is the Strong Vocational Interest Blank (one form for men and another for women). It consists of 400 items most of which are to be checked by the student as *like, dislike, or indifferent*.

The men's form has been standardized for 35 occupations and the women's for over 18. That is, the pattern of the interests of large groups of successful people in each occupation has been determined and these are found to differ significantly. A student's score is compared with these and the degree of similarity noted.

Two questions arise at once: (1) the stability of interests and (2) the relation of ability to interests. Considerable data is available concerning the first. Interests do change but usually in a certain direction. The drift from the late teens to the late twenties is from occupations dealing with things to those dealing with people. Thus an interest maturity score is obtainable.

Interests and Abilities

As to the second point, the relation of interest to ability, less is positively known. Here is where supplementary data must be brought in and the score must be interpreted in the light of all known facts about the student. Guidance can never become a mechanical process like putting numbers in a calculating machine and reading the result. Insight and common sense are necessities on the part of the counselor.

Other Interest Inventories are: Brainard-Stewart, Specific Interest Inventory; Minnesota Interest Analysis; and Thurstone, Vocational Interest Schedule.

* * *

Dr. Willard S. Ford, superintendent, Glendale Unified School District, has issued an excellent, beautifully-illustrated brochure, Education for Democratic Citizenship. This is Section C of the annual report; sections dealing with the school plants and statistical facts have been issued previously. Dr. Ford's reports are splendid examples of the best modern interpretation of the public schools to the people.

* * *

Research applied to Business Education, by Haynes and Humphrey, University of Tennessee, Knoxville, a volume of 225 pages, issued by Gregg Publishing Company, reviews the whole problems of research and gives many practical suggestions for prospective researchers. It is intended not only for graduate departments of institutions of higher learning but also for any business teacher who wishes to study objectively his professional problems.

Challenge to Leadership

Gladys Lathers, Menlo Park,
San Mateo County

THROUGH the trackless spaces of the untrodden mind,

There is adventure of the spirit for each to find.

Rise strong in faith, eager of heart and unafraid

And bring to pass the vision thou hast braved.

Many will follow your beacon light
If you would hold it high and bright.

Open up new stretches of daring mind
And give to each task a touch divine.

Alone, ah yes, alone, so often you will go,
And friend may sometimes turn to foe;
For he who blazes trails must ever lead the way

O'er uncharted spaces to herald a New Day.

PERSONALITY DEVELOPMENT

THE SCHOOL'S PLACE IN THE PERSONALITY DEVELOPMENT OF THE PUPIL

*C. C. Stewart, Counselor and Director of Placement Tests,
Pasadena Junior College*

AFERTILE and almost wholly untouched field of endeavor which the school should enter is the complete personality development of the student. That part of the youth's make-up encompassed by factual learning holds the center of the stage, while that phase of his personality which may be classed as non-academic — emotional, attitudes, desires, etc. — has received but scant attention, in spite of its paramount importance to the individual in making life-adjustments.

The value of the development of this non-academic-emotional-attitude phase of the students personality need not be argued; rather it needs to be vivified by specific application. If we are to persuade schools to assume responsibility for the complete development of the individual's personality, the full meaning of the statement that fully two-thirds of all who lose their jobs do so because of personality difficulties, not because of lack of technical ability, must be burned into our consciousness.

Attention is here directed to the place of personality in vocational adjustment not because that is considered the most essential adjustment in life, but because factual evidence in this field exists to prove that there is an urgent need for the school to help the student develop those phases of personality now largely neglected. A recent study at Pasadena Junior College will illustrate.

In order to help the student appreciate the need of a well-rounded personality for vocational success, and to pave the way for the school's assistance in his achievement of this ideal, it was decided to find out what type of personality employers in Pasadena demanded when hiring graduates of the junior college. This information was to be passed on to the student through the classroom, counselors' offices and other media. Coming from

the employer himself, it would be more impressive than coming from a textbook or other source.

To get this information, a questionnaire was sent to 275 business and professional employers, selected at random from lists furnished by the Merchants Association and the Chamber of Commerce. Usable replies received numbered 110. That part of the questionnaire reported in this article includes a group of 24 personality-traits to be rated by the respondent on the basis of the effect of these traits on the prospective employees' chances of being hired. It included also a "yes," or "no" response to 15 general questions relative to the prospective employee.

Table 1 shows the attitudes of the respondents toward traits of prospective employees. Applicants for positions will be flatly rejected by half of

the employers responding if they possess any of the following:

1. Effects of late hours or dissipation.
2. Flippancy.
3. Lack of neatness in dress or person.
4. Bad breath or body-odor.
5. Evasiveness in giving information.
6. Over-dressing.
7. Use of too much make-up.
8. Bluntness or lack of diplomacy.
9. Slouching in chair during interview.
10. Boastfulness.

Traits which may not cause immediate rejection of an applicant, but which will impress the employer unfavorably include:

1. Fidgetiness.
2. Poor penmanship.
3. Lack of poise.
4. Lack of winning smile.
5. Diffidence in answering questions.
6. Use of slang.
7. Failure to look directly at interviewer.
8. Lack of a pleasant voice.
9. Talking about extraneous matter during interview.
10. Use of brilliant nail-polish.

Additional unfavorable traits or habits not included in the check list, but suggested by the respondents were:

1. Belligerent attitude.
2. "Smart aleck" attitude.
3. Lack of enthusiasm.

TABLE 1. Number of Employers Who Expressed Their Opinion on the Effect of Certain Personality Traits on the Prospective Employee's Chances for Securing Employment.

	Unfavorably Rejection	Not Impressed	Objectionable	Total
1. Applicant not neat in dress or person.....	76	34	0	110
2. Dresses like a "sheik." (man).....	63	39	4	106
3. Talks too much about self.....	44	55	3	102
4. Does not possess a pleasant voice.....	30	61	13	104
5. Talks too much about extraneous things.....	37	58	6	101
6. Talks too little — has to have information dragged out.....	28	63	13	104
7. Is flippant.....	77	25	3	105
8. Is boastful.....	49	49	7	105
9. Does not look directly at interviewer.....	37	61	6	104
10. Is "fidgety".....	19	78	8	105
11. Slouches in chair during interview.....	53	45	5	103
12. Lacks poise.....	22	72	8	102
13. Lacks winning smile.....	18	68	18	104
14. Is blunt and undiplomatic.....	53	41	9	103
15. Is evasive in giving information.....	73	20	8	101
16. Penmanship poor.....	10	76	19	105
17. English ungrammatical.....	45	50	6	101
18. Uses slang.....	30	62	11	103
19. Has bad breath or body odor.....	75	22	6	103
20. Shows effect of late hours or dissipation.....	86	12	6	104
21. Uses too much make-up.....	57	36	9	102
22. Uses mascara.....	41	53	12	96
23. Uses brilliant nail polish.....	35	57	15	107
24. Wears earrings for business.....	26	55	22	103

TABLE 2. Number of Employers Responding to Certain Questions Concerning Prospective Employees.

	No. Responding	
	Yes	No
1. Do applicants often give careless or incorrect data about themselves?.....	43	55
2. Would such error cause you to refuse an applicant?.....	72	26
3. Do you object to lack of experience?.....	25	77
4. Do you consider references necessary?.....	73	32
5. Does the average applicant lay too much stress on beginning salary?.....	22	80
6. Do you give preference to one with a "second" skill; i. e., one who fits into more than one position?.....	76	28
7. Do you give preference to one who has worked his way through school?.....	58	41
8. Do you give preference to one who has taken active part in extra-curricular activities?	48	49
9. Do you give preference to one who really needs a job over a more desirable applicant who does not need it?.....	37	59
10. Do you insist that applicant live with parents?.....	8	92
11. Do you object to employing a married woman if she has no children?.....	31	68
12. Do you object to employing a married woman if she has children?.....	38	59
13. Do you give preference to an applicant with high scholarship rating?.....	53	42
14. Do many applicants seem more interested in just "getting a job" than in understanding your firm's needs?.....	75	19
15. Do many applicants apply for positions too advanced for them?.....	30	61

4. Lack of concentration.
5. Undue interest in what job pays.
6. Lack of confidence in self.
7. Smoking during interview.
8. Poor approach.

The foregoing lists of traits or behavior patterns employers say are barriers to success in securing jobs. Surely the school should seek to help the student eliminate them from his make-up in the interest of his vocational success.

It takes but little observation of the average high school or junior college to convince even the most optimistic that practically nothing of the sort is being done. One notes a few instances of charm or personality classes being offered, but for most part our graduates enter the competitive employment market woefully unprepared to meet the personality requirements of the modern professional office or business house.

Table 2 indicates that the chances of obtaining employment in Pasadena are against the prospective employee if he

1. Gives careless or incorrect data about himself.
2. Fails to give references.
3. Does not possess a "second" skill.
4. Has not worked his way through school.

Such points as the following seem to have from a slight to a moderate bearing on the chances of securing employment:

1. Living with parents.
2. A woman married and without children.
3. Lack of experience.
4. Taking part in extra-curricular activities.
5. High scholarship rating.

Other results of the responses worth noting are that many applicants seem more interested in just "getting a job" than in understanding the firm's need, that more than 40% of the applicants give careless

or incorrect data about themselves, and that less than 25% of the applicants lay too much stress on beginning salary.

The curriculum should be built so as to disseminate information relative to the effect on the chances of securing jobs of such factors as those shown in Table 2. Many others not included in this brief questionnaire should likewise be passed on to the student in the interest of his more complete personality development and ultimately his more effective vocational and social adjustment. No greater weakness can be found in the curriculum than at this point.

QUOTATIONS from a few of the respondents give the attitude of the Pasadena employers contacted on the place of the junior college in the personality development of the student.

"Give me a junior college graduate with a broad general background, but above all, a good personality, and I shall do the rest."

"I want a 14-year graduate who is technically trained, but primarily I want one with a strong personality. I can furnish technical training, but I can't take time to teach young people to be punctual, to co-operate with other employees, or to handle the public with tact."

"The school should concern itself more with the improvement of personality than with the study of dates, length of rivers, or other lifeless data."

These excerpts summarize the general attitude of the 110 respondents on the question of the place of the junior college in personality development. They give a cross-section of the attitude of that group which absorbs the larger portion of the terminal type of graduate. They carry serious implications for curricular revision.



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MODERN TESTS

PLAY TESTS AND PERSONAL TESTS

Herbert Arthur Sturges, Teacher, Billingsley Ranch School for Girls, Orange

CURRENT adaptations of testing methods include preliminary tests, generally not recorded, called play tests, and personal tests or examinations.

The play test originated as a "no count" or "warming up" test given the day before a regular test. It is a means of giving the pupils an opportunity to become accustomed (1) to the testing situation in general, (2) to a particular new testing technique, or (3) to tests on new subject-matter, such as a new foreign language.

(1) Concerning the first, it is well known that many pupils show behavior symptoms of what might be called "examination complex" or "examination phobia." It may be thought that this is wholly or partly due to the strangeness of the examination situation on account of the relative infrequency of tests in comparison with routine lessons. The play test should be a means of preventing or remedying this difficulty, through more frequent experience of the test situation. In the play test the pupil has no fear of doing poorly, and becomes accustomed to facing new and difficult problems under conditions favorable to the growth of adequate personal adjustment to the examination situation.

As an example of (2), an introduction to a new testing technique, a play test was given in beginning Spanish one Thursday, in which the pupils were asked to make short Spanish words from the letters in the Spanish word "seguida." Some familiarity with this new type of test having been established in the play test, a longer word, "demasiado," was used in the real test problem on Friday.

Play Tests for New Subject-Matter

(3) The main use of a play test will probably be in connection with new subject matter. The nature of the problems to be solved changes with subject matter, and we do not count

as much as our predecessors on transfer of skill or understanding from one subject to another. It is noted that some of the newer books, for example the elementary arithmetics, contain material for self-testing. This is the kind of thing meant to be included under the idea of "play test."

An example of play test use was when it was planned to introduce daily objective testing in language and mathematics classes. Before beginning the regular program, daily play tests were given for a week; then the change was made to tests which would count. Of course it is considerable work to construct the daily objective tests, but their value is considerable; and it may be believed that daily objective testing will ultimately come to be the general practice in the classroom.

An Unexpected Result of Play Examinations

It would seem reasonable to expect that pupils would do better work in the actual test, following the play test, than in the play test itself. Unexpectedly it was found that in final examinations on a semester's work the contrary usually happened, the grades on the play examinations being better than those on the real final examinations.

Can the better results in the play examinations be explained by the fact that in them there is no fear? Would this account for an increased release of energy? Under the circumstances it was believed that the grades obtained on the play examinations were a fair measure of review knowledge, and they were used as examination grades. Further experimentation along the lines of avoiding examination timidity seems to be required.

The "Personal" Test

A technique in the essay type of test or examination is the "personal" test. Here again one main purpose is to reduce the strain and fear sometimes felt by students in an examination. Another purpose is to motivate the student's acquisition of a definite "take" from a unit or a course of study.

The nature of the personal test may be seen from instructions given in announcing a test in beginning Social Living:

"In the test tomorrow the members of the class will have two options. The first is the usual kind of test in which you will answer questions chosen by the instructor.

"The other choice is to review and plan

what you are going to write in the test before coming to class. Prepare this in your own mind, either in the form of an outline, or of a completely memorized essay.

"Please plan to write about 15 minutes on the work of the unit as a whole, saying something about every chapter-subject. Then divide the rest of the time as equally as you can between two chapter-subjects which mean most to you personally.

"Please do this preparing for the test with a view to making a permanent acquisition to your personality. Try to store away in your memory a lasting impression of the knowledge in this unit of study as a whole, and also your own choice of two especially interesting chapters.

"That is the purpose of this kind of test—to give you an opportunity to make a permanent gain in your thoughts, in your minds, in your personalities, along the lines of the material covered in this unit of work in the course about social living."

* * *

Dr. Ben R. Crandall, former president of Polytechnic School, San Luis Obispo, and more recently district superintendent, Wasco Union High School District, Kern County, retires from public school service in California at the close of the present school year.

Born in New York State, he graduated from Andover High School and earned degrees in three universities—Alfred, Wyoming, Denver. He was city superintendent, San Bernardino, and supervisor of agricultural teacher-training, University of California at Berkeley, before he became president of California Polytechnic.

He has been active in many professional and civic bodies. Mrs. Crandall was recently president, 7th District, California Congress of Parents and Teachers. Their son, Burton, is assistant comptroller, Alfred University.

Dr. and Mrs. Crandall are returning East to spend a year at Alfred University. Dr. Crandall has a wide circle of friends throughout California and nationally. He merits high commendation for his 46 years of distinguished service in the field of education.

* * *

The Art of Treasure Island, by Professor Eugene Neuhaus, University of California, Berkeley, a beautifully-printed and richly-illustrated volume of 200 pages, published by University of California Press, comprises first-hand impressions of the architecture, sculpture, landscape design, color effects, mural decorations, illumination, and other artistic aspects of Golden Gate International Exposition, 1939, on Treasure Island. It should find an important place in every California school library.

Summer School of Music

THIRD season of Summer School of Music begins June 19 and closes July 28. Held in a small town, Kingsburg, Fresno County, of 1800 population, the school's first session, which was free, attracted 150 students.

The 1938 school, with a \$2 tuition fee, registered 247 students from Kingsburg and many surrounding communities.

A complete account of this session has been compiled in a 20-page booklet which may be procured by writing. Enclose 25 cents for mailing and mimeographing costs.

Plans for the third yearly session are as follows:

1. A complete vocal department to serve more students.
2. An enlarged faculty.
3. A series of four radio broadcasts.
4. Classes in every instrument and novelty, such as toy flute, baton twirling, etc.
5. A final public performance (the 1938 concert attracted 1200 persons).

Founder and director of the summer school, Elwyn Schwartz, is director of music in Kingsburg's three city schools. The assistant director, Robert V. Ish, is director of music in the seven schools adjacent to Kingsburg.

* * *

Building America, a photographic magazine of modern problems, is now in its 4th volume. A recent issue deals with Civil Liberties in a fair and helpful manner.

Building America, a superb series of pictorial study units, is published for Society for Curriculum Study by E. M. Hale and Company, 5193 Plankinton Arcade, Milwaukee.

J. Paul Leonard of Stanford University is executive secretary of the executive committee of the Society; Helen Heffernan of California is a member of the executive committee; Paul R. Hanna of Indiana is chairman of the editorial board; Harold Hand of Stanford is a member of that board.

* * *

Speech Therapy Teachers

CALIFORNIA Society for the Study of Speech Therapy invites N.E.A. members who are teaching speech therapy, or who are actively interested in it, to an Open House at Yerba Buena Club on Treasure Island, Thursday, July 6, from 3 to 7 o'clock.

California speech teachers are happy to have this opportunity to furnish an afternoon for the people in speech correction to meet and to informally discuss various speech programs and activities throughout the United States. For further information address Edna Cotrel, 990 Broadway, San Francisco.

Yolo County Teachers Association met in Woodland, May 3, with practically all of the teachers in the County in attendance. The meeting was conducted by the president, Deane K. Smith of Clarksburg. After the program officers were elected for the following year. T. C. Whitehead, superintendent of elementary schools, Woodland, was elected president; Stanley Thompson of Esparto, vice-president; Bethel Fry, secretary-treasurer. Mrs. Eleanor Bandy, Yolo County superintendent of schools is an active worker for California Teachers Association.

* * *

Pan-Pacific Who's Who

PAN-PACIFIC Who's Who, an international reference work covering all countries in and surrounding the Pacific ocean, is under preparation by The Honolulu Star-Bulletin, Ltd., according to an announcement from that newspaper.

It is expected that the publication will not only be a valuable standard reference work but that it will also contribute in some degree to a better understanding and better relationships among the Pacific peoples.

"No professional group has done more to foster this ideal of friendliness than the educators of the various countries," says The Star-Bulletin, "and it is our desire to give them fully adequate representation in this book. Education, in the broadest sense of the word, and a free, frank and honest interchange of ideas will do much to promote and preserve peace in the Pacific half of a troubled world."

* * *

New Spelling-Books

HARRISON AND COMPANY, educational publishers, 50 West Broad Street, Columbus, Ohio, have brought out two new books in spelling, as follows:

1. Senior Spelling, with accompanying diagnostic test book.
2. Remedial Spelling, with accompanying diagnostic test book.

Author of these materials is Dr. Walter S. Guiler of Miami University, Oxford, Ohio. These books embody progressive educational technics in the teaching and learning of spelling.

* * *

Handbook of English, for boys and girls, prepared by a committee of the National Conference on Research in English, edited by C. C. Certain, is published by Scott Foresman and Company, 128 pages; substantially bound. It is not a textbook but, as the name implies is a handbook to be used, in and out of school, to answer children's questions of usage, etiquette, punctuation, and pronunciation.

UNSUNG HEROES

A New Book of Biography of Men and Women of Present Day America, who have made Stepping-stones of Disabilities. Thrills aplenty for Boys and Girls of High School Age. By Elma Holloway

The Macmillan Company

60 Fifth Avenue

New York

Demonstration Schools

TEACHERS who would like to watch the application of fundamental and basic principles of teaching and learning will have ample opportunity at University of California summer sessions either at Los Angeles or at Berkeley. On both campuses demonstration schools at the elementary and the secondary levels are to be featured.

Both Elementary Demonstration Schools will attempt to illustrate concretely how a fully-integrated child experience draws upon and utilizes curricular materials from the various subject-matter fields. The aims, objectives, methods of procedure, and the customs of the activity approach to child education will be made evident through observation and discussion.

At Los Angeles this school, arranged by Dr. Charles W. Waddell, will be conducted under the principalship of Corinne A. Seeds, with a staff of highly trained teachers. Dr. John A. Hockett will serve as Director of the Demonstration Elementary School at Berkeley.

Arrangements have also been made for students at either Summer Session to observe a vacation high school offering instruction to pupils of high-school age and presenting special facilities for directed teaching.

The Children's Recreation School on the Berkeley campus will be under the direction of Heber Newsom. Paul Frampton will be in charge of a similar school on the Los Angeles campus. These schools will conduct a systematic program of instruction both for boys and for girls in connection with the physical education departments.

A well-known Clinical School for remedial work under Dr. Grace M. Fernald, will be available at University of California at Los Angeles to children needing special attention and to teachers who wish to study in this field.

These special demonstration schools, supplementing the many education courses—52 at Los Angeles and 93 at Berkeley—provide a valuable program for teachers attending University of California Summer Sessions, beginning June 26.

SUMMER INCOME FOR TEACHERS

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The Library Guild, 604 West 112th St., New York.

(Continued from Page 16)

to take the form of action. Education was a matter of *becoming* through *doing*. One rather quaint quotation on this point will make Mulcaster's position clear:

"We must keep carefully that rule of Aristotle which teaches that the best way to learn anything which has to be used after it is learned, is always to be *a-doing* while we are *a-learning*."

Discipline and Government

On the matter of discipline and control Mulcaster goes to considerable pains to state himself clearly. He does not favor severe discipline, as his emphasis upon the child's interest plainly shows. Corporal punishment may at times be necessary.

"But," he says, "the teacher must above all make clear what punishments he shall use, and how much, for every kind of fault punishable by the rod. . . . Beatings, however, must be for ill-behavior, never for failure to learn. . . ."

Moreover, "The master should also try to secure that the fault should be confessed, if possible, without compulsion, and the boy clearly convicted by the verdict of his school-fellows. The master should have a list made out of school faults, beginning with moral offenses, such as swearing, disobedience, lying, stealing, and bearing false witness, and including also minor breaches of discipline such as truancy and unpunctuality. To each of these should be apportioned a certain number of stripes, not many but *unchangeable*."

Following these concessions to the sternness of the times, this kindly sixteenth-century schoolmaster concludes the matter of discipline with a few plaintive statements which may indicate that he visioned happier days for schoolboys of the future:

"But I do think gentleness and courtesy towards children more needful than beatings. I myself have had thousands of pupils passing through my hands whom I have never beaten. . . ."

Teacher Education

To know that professional training schools for teachers were not to develop in England until more than two centuries had passed would have left Mulcaster sorrowful indeed. In fact he made quite a point of the need for professionally-trained educators.

"Till the young men who are coming forward to the professions are made to tarry

longer and study more soundly, learning shall have no credit. . . ."

"There will be," he admits "some difficulty in winning a college for those who will afterwards pass to teach in the schools. . . . In him (the teacher) there is as much learning necessary as is required by any of the other three professions (medicine, law, and divinity), especially if it be considered how much the teacher hath to do in preparing scholars for all other careers. . . ."

"I consider therefore that in our universities there should be a special college for the training of teachers. . . . Surely there is nothing unreasonable in proposing that these seven colleges should be set up, and should have the names of the things they profess—Languages, Mathematics, Philosophy, Education, Medicine, Law, Divinity. . . ."

And in the following quotations we get a hint at least of his recognition of a need of guidance and personnel work among college and university students:

"Another reform which I am ready to contend for is that there should be University readers appointed, of mature years, accredited learning and secure position, who should direct and control the studies of the students. . . . If the rewards of the teaching profession were sufficient to attract good students, the way to make them well fitted to deserve these rewards would be to arrange for their being trained at the universities."

Teachers Salaries

This brings up the matter of teachers salaries.

POOOR old Mulcaster mourned the fact that teachers were ill-rewarded in his day. He attributed the poor quality of the teaching largely to this fact.

"Among the many causes which make our schools inefficient," he declares, "I know none so serious as the weakness of the profession owing to the bareness of the reward. . . ."

Where individual tuition charges were levied by the teacher, the rates were expected to be low; where the teacher's salary was fixed in amount, it too was low. In the latter case the classes were usually overcrowded, a condition which Mulcaster protested against:

"If the master's salary is fixed by agreement at a definite sum, then he should not be given too large numbers to deal with, nor should he be obliged to eke out his

income in other ways outside his profession. . . ."

The Teacher's Personality

What kind of a person should a teacher be? Mulcaster had ideas on this subject too. Knowledge, broad and profound, was requisite, of course; and something else in addition:

"Besides these and other points of learning, he (the teacher) must have determination to take pains, perseverance to continue his work without shrinking, discretion to judge of circumstances, cheerfulness to delight in the success of his labor, sympathy to encourage a promising youth, hopefulness to think every child an Alexander, and courteous modesty in his opinion of himself."

What about the youth who is not yet ready for work, or who can't find a job? Our answer is: Keep him in school. In this respect, too, Mulcaster was modern; and his argument was scarcely different:

"The boy who is not yet strong enough for manual work may remain a little longer at school, where, even if he do little good, he is sure to take little harm!"

* * *

Howbert B. Bonnett, Sacramento Junior College, is secretary-editor, Xi Field Chapter News, newsy mimeographed bulletin issued 9 times each year by that chapter of Phi Delta Kappa education fraternity. George I. Linn, Sacramento High School, is president of the Chapter.

* * *

National League of Teachers Associations Bulletin, April 1939, continues the League college material so excellently begun in an earlier issue.

The League was organized in 1912. Ida May Lovejoy of San Diego is western vice-president; Mabel Studebaker of Erie, Pennsylvania, is editor of the bulletin and secretary-treasurer of the League.

The annual convention of the League will be held July 2-6, at Palace Hotel, San Francisco.

* * *

Hispania, a quarterly journal of high professional excellence, devoted to the interests of teachers of Spanish, and published at Stanford University by American Association of Teachers of Spanish, is now in its 22nd volume. Mary Eleanor Peters, San Mateo, is president of the association; Guy B. Colburn, Fresno State College, is secretary-treasurer; Alfred Coester of Stanford is editor of this praiseworthy journal.

OUR GROCERY STORE

Robert H. Down, Supervising Principal; Miss Calista Atkinson, Teacher, Third Grade—
Social Studies; Pacific Grove Unified District, Monterey County

"How do they make curry powder?"

"Where do pineapples grow?"

"How are matches made?"

"Where does coffee come from?"

"How do they make cornflakes?"

THESE are a few of the many questions my Third Graders asked while playing grocery store for arithmetic. I countered by asking how they thought they could find out for themselves.

After much thought and discussion, it was decided to write the various companies for information. Each child chose the product he was most interested in.

After much painstaking work, the letters were ready for mailing. The youngsters at once began to look for replies. They were not disappointed.

In a short time we were almost deluged with letters, charts, booklets, samples, etc. Mail-time had become the most important period of the day.

These replies have formed the basis for our Social Studies this year. We have visited the large grain ranches of the West, seen the grain made into flour, breakfast foods, and other products on our grocery shelf.

We have seen how kernels of corn are transformed into oil, starch, syrup, sugar, and stock food. The care taken to keep everything clean and sanitary was very interesting to the children.

We saw how the search for spice and sugar led to the discovery of new lands and the spreading of civilization. Our visit to Hawaii was both interesting and enjoyable. The stories of coffee, sugar, and pineapples were like fairy-stories, with a basis of truth as a foundation.

Our exhibits of leis were very colorful. Each child made one after seeing some which really came from Hawaii.

Much mirth was created when Dear Teacher was dressed in a Japanese costume by one of the mothers who had lived for some time in Japan. She also brought real photographs of rice planting and harvesting. This made



Every child made a beautiful lei

the Orient seem much more real to us.

The necessity for cooperation between nations was realized when we saw upon how many other countries we are dependent for many of our necessities of life.

It was quite a thrill for the youngsters to see how many things on the grocery-shelf came from our own United States and even our own state, California. Truly, every subject of our curriculum entered into our study.

* * *

New Gregg Books

THREE important texts have been issued recently by the Gregg Publishing Company.

1. *The Influence of Geography On Our Economic Life*, by Ridgley and Ekblaw, a praiseworthy one-semester text for secondary schools, is richly furnished with maps and pictures.

2. *Economics, Basic Principles and Problems*, by Michaels, is another good secondary school text which brings economic developments and statistics up to recent date. It also is profusely illustrated.

3. *Our Business Life*, by Jones, is an excellent junior business text containing a complete work program which correlates arithmetic, business practice, English and penmanship.

* * *

Key to the Constitution

CALIFORNIA Society, Sons of the American Revolution, is sponsoring the distribution of *The Key to the Constitution of the United States*, by Francis Clay Harley, to California schools.

Chester A. Withington, Pacific Coast Director, National Constitution Day Committee, is in charge of this project. His address is 703 Market Street, San Francisco.

World Friendship Dinner

ANNUAL Banquet of N.E.A. International Relations Committee will be held 6 p.m. at Hotel Fairmont, Wednesday, July 5. Tickets will be on sale at the Information Booth during the week, or may be obtained from Miriam Eisner, local chairman of the committee, 3098 California Street, San Francisco.

High School Journalists

WITH tea at Yerba Buena Club, Treasure Island, closing an afternoon of professional discussions, high school journalism directors of the United States anticipate a meeting of mutual benefit on July 6.

William L. Gantz, California director for the National Journal Directors Association and advisor of Piedmont Highlander at Piedmont High School, is general chairman for the meeting.

* * *

Living With Others, by Kinneman and Ellwood, both of Ohio State Normal University under editorial supervision of Howard R. Anderson, assistant professor of education, Cornell University, an illustrated high school text of 540 pages, is published by Houghton Mifflin Company. In this volume the material has been confined strictly to the institutional approach and represents a high level of educational technique.

* * *

On Horseback to School

HERE is the Red Rock School, in Southeastern Siskiyou County, where all the children come to school on horseback. Here are all the children, too, and their horses. Mrs. Inez Campbell, Mt. Hebron, is the teacher.

E. R. Deering, general supervisor, Siskiyou County schools, who sent the picture



to us, calls attention to the unusual livery of the horses on this particular day, two were wearing saddles and three, bridles; usually they just wear a hackamore. Mildred Grant, Yreka, is county superintendent.

ADVERTISERS

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Teachers in Rural Communities (final report of N.E.A. committee on the economic status of the rural teacher), a substantial bulletin of 127 pages, published by National Education Association, is a national survey of the social, cultural and economic status of rural teachers.

Every rural teacher and administrator in California would find it well worth while to give this splendid, far-sighted and stimulating report a careful reading. It veritably marks an epoch in the improvement of rural education in the United States.

* * *

COMING

June 5-6 — Business-Consumer Relations Conference on advertising and selling practices; auspices National Advertising Associations of Better Business Bureaus. Buffalo.

June 18-23 — American Library Association; annual convention. San Francisco

June 18-23 — American Instructors for the Deaf; 31st annual convention. At California School for the Deaf, Berkeley.

June 19-22 — National Conference on Visual Education; 9th Session. Francis W. Parker School, Chicago.

June 19-23 — American Association of University Women; annual Convention. Denver.

June 19-24 — National Speech Tournament and Student Congress, Beverly Hills; auspices, National Forensic League.

June 20-23 — American Home Economics Association; annual meeting. San Antonio, Texas.

June 20-30 — Institute of International Relations; 5th annual session. Mills College.

June 26-28 — American Association of Museums; annual convention. San Francisco.

June 26-28 — Delta Phi Upsilon national honorary fraternity of early childhood education; 16th annual convention. San Francisco.

June 26-July 1 — American Association for the Advancement of Science; annual conference of Pacific Division. Stanford University.

June 28-July 8 — Institute of International Relations; 5th session. Whittier College. Roy L. Van Deman, executive secretary.

July 1 — C.T.A. Board of Directors, regular meeting. C.T.A. Section Presidents and Secretaries, regular summer meeting.

July 2-6 — National Educational Association; 77th annual convention, San Francisco. Join the N.E.A.

July 2-6 — N.E.A. Department of Home Economics. Palace Hotel.

July 3-15 — Third Annual Reading Laboratory Institute; George Peabody College for Teachers. Nashville.

July 6 — Delta Queen Sacramento River Cruise; Auspices N.E.A. Department of Business Education.

July 6 — National Association of Journalism Directors (secondary schools) annual summer convocation. San Francisco.

July 7-9 — Conference on Educational Frontiers. School of Education, Stanford University.

July 10-12 — California School Employees Association; annual convention. San Jose.

July 10-21 — School Executives Conference; 9th annual. U. C. Campus, Berkeley.

July 10-21 — National League of Teachers Associations; summer college. Stanford University.

July 10-21 — N.E.A. Department of Elementary School Principals; 3d annual conference. University of California, Berkeley.

July 11-13 — Second annual conference on health, physical education, and recreation. University of Denver.

July 16-22 — World Congress of Workers for the Crippled. London, England.

July 24-August 12 — Sixth Pacific Science Congress; auspices National Research Council. Berkeley, Stanford, San Francisco.

August 2-5 — Pi Lambda Theta, national honorary fraternity for women in education; biennial council. Stanford University.

August 6-11 — World Federation of Education Associations; 8th biennial convention. Rio de Janeiro, Brazil.

August 30-September 2 — American Country Life Association; annual meeting. State College, Pennsylvania.

September 28 — 100th Anniversary, birth of Frances E. Willard, founder of World W. C. T. U.

September 28-29 — California School Trustees Association annual convention. Hotel Leamington, Oakland.

October 9-13 — National Recreation Congress; 24th annual session, Statler Hotel, Boston.

October 17-20 — American Public Health Association; 68th annual meeting. William Penn Hotel, Pittsburgh.

November 5-11 — American Education Week. Theme: Education for the American Way of Life.

December 1-2 — California Association for Childhood Education; annual convention. Los Angeles.

December 2 — National Association of Journalism Directors (secondary schools); joint conference with National Council of Teachers of English. New York City.

December 28, 29 — National Council of English Teachers; regional conference for the Western States. Los Angeles.

December 28-30 — Phi Delta Kappa Council; annual meeting. Chicago.

January 11-26, 1940 — Fifth Pan-Pacific Women's Conference; auspices Pan-Pacific Women's Association. Wellington, New Zealand.

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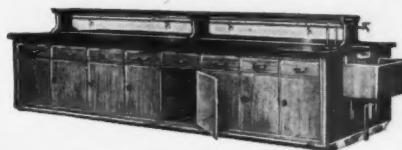
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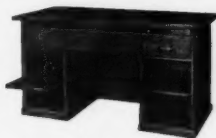
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California Teachers Association Achievements

CONSTITUTIONAL GUARANTEES

I. HOW IS YOUR SALARY GUARANTEED?

- The State Constitution provides that for each unit of average daily attendance \$60 (elementary) and \$90 (secondary) be paid by the State. This expenditure has first claim on all State revenues.
- The State Constitution provides that approximately eighty per cent of all school money provided by the State must be used for teachers salaries.

II. OF WHAT ADVANTAGE ARE THESE CONSTITUTIONAL GUARANTEES?

- They insure an education for every child in California.
- The maximum salary for teachers has been increased over seventy-five per cent in certain cases.
- California school finances are free from political control. Prior to these constitutional guarantees, it was necessary to appear before the Legislature every two years to secure school appropriations.
- These guarantees have kept the schools of California in session through all of the years of depression.

III. HOW WERE THESE CONSTITUTIONAL GUARANTEES SECURED?

- Your CALIFORNIA TEACHERS ASSOCIATION prepared the Amendment.
- Your CALIFORNIA TEACHERS ASSOCIATION financed and directed the campaign which led to its adoption.

SUPPORT THE CALIFORNIA TEACHERS ASSOCIATION! IT PROTECTS YOU!



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